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ABSTRACT

The educational philosophy, objectives, and competencies for social studies education in the North Dakota elementary and secondary schools are presented in this document. Three major objectives make up the social studies program. First, an interdisciplinary approach is emphasized, utilizing the concepts and generalizations of the various disciplines in the social sciences. Second, a behavioral objective approach is used, aiding students in an understanding and appreciation of differences in human behavior. Third, the program emphasizes skill development, stressing the ability to formulate and test hypotheses and to gather, analyze, and evaluate data. Although competencies, goals, and objectives are listed throughout, these serve only as a guide. Individual schools and teachers are encouraged to implement them based on individual needs and resources. Suggested teaching and evaluation techniques are contained in the document, with an emphasis on the inquiry approach. In addition to the general social studies program, the North Dakota schools provide course offerings in career education, Indian studies, environmental studies, and civil defense education. The rationale, the type of curriculum to be developed, and suggestions for implementation are given. The document concludes with information about resources and a bibliography of general social studies reference books. (Author/JR)

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Social Studies

Social Studies

for North Dakota Schools

SO 010 095

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
BISMARCK, NORTH DAKOTA 58501

"BUY NORTH DAKOTA PRODUCTS"

A LIFE IN MY HANDS

Before me stands a pupil. He has come to me with a poor record, a defiant attitude, a lack of interest in himself or his work, a rebellious spirit, a disrespectful mien.

Before I speak or act, may I remember that: For this one precious moment, I have a life in my hands--a human life. If there is something I can say or do to inspire a desire to learn,to succeed, to accomplish, let me not fail. There may be adverse influence in the home, among the friends, but let me give this student a little help and guidance that will make him want to choose the higher course and the more difficult path.

May he remember that I gave myself and that I was interested in him as an individual, regardless of the number of times I erred in judgment or the number of mistakes I made.

May I remember that he is in a sensitive stage, trying to balance the child with the man within himself, without my years of experience to aid him; that he is easy to inspire but so very, very easy to crush.

May I leave with him some part of me that is strong and good and take from him something that will add to my stature and help me love and understand the other boys and girls to come.

When I begin to lose my belief in youth, my love of teaching; when I begin to think only of the trials and irritations of my profession; when I begin to teach the subject instead of boys and girls; let me have the good grace to step down and out of a profession that is too noble to brook the unfairness, irritability, egotism, sarcasm, and cruelty that are often used as the tools of learning.

From an article in Guide Posts reprinted in the Steele County Bulletin, September, 1972.

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

School children in North Dakota enjoy many natural advantages. Children here, as a rule, come from stable families and have clearly visible adults to emulate. They are surrounded by a challenging and changing environment, with a minimum of pollution and crowding. They are relatively unaffected by racial, ethnic, religious or economic prejudice. While closely linked to the rest of the world by mass media and rapid travel, they enjoy the simplicity of country life and one of the lowest crime rates in the U. S.

North Dakota is, however, neither an island nor a prison. Some of our children will leave to settle anywhere in the world. Persons from other areas will enter, and with them may come many of the social problems that thus far have not plagued our state. We must offer an education that prepares our children to participate in the society of man, that enables them to serve their fellowmen and to objectively evaluate men and their motivations. We must offer an education that allows each child to grow and discover himself, to clarify values and establish allegiances, to think reflectively, inquire intelligently, solve systematically and question rationally.

This dynamic social education cannot come solely from a textbook. It cannot be achieved by memorization of names and dates, nor can it be motivated by isolated lectures--no matter how brilliant or well-conceived. It can never result from locked portals which admit no current issues, fanatics who use the lectern as a soapbox or pedants who teach pages instead of processes.

Only when we discard the daily regimen of repititious teaching methods, only when we urge our students to ask "why" and then seek their own answers, only when we go beyond pat statements to the truths that lie beneath; only then can we give our North Dakota children a social education to complement and enrich their environmental, familial and situational advantages.

DEPARTMENT OF PUBLIC INSTRUCTION

M. F. PETERSON
Superintendent

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DEPARTMENT OF PUBLIC INSTRUCTION

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Assistant Superintendent in Charge of Instruction

"Buy North Dakota Products" 5

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FOREWORD

PART *ONE* - TO THE TEACHER

When a group of your fellow-educators are presumptuous to the point of suggesting a new approach to your teaching of social studies, respect for your opinions requires that we declare the reasons which impel us to propose this change.

We start with the assumption that there is a need for curriculum revision. The social studies program, as it is carried on in most schools, is seen by students as among the least relevant and less popular of school offerings. It is dominated by an emphasis on history, geography, and American government or civics. The learning of facts is stressed, textbooks are rigidly followed, and pupil involvement in the learning activity is usually low. Very little of the current curriculum consists of other subjects normally included in the social studies field.

In contrast, the curriculum which we envision would involve students in continuing cycles of problem identification, data gathering, data analysis, inference testing, and policy designing; and each cycle would confront students with the necessity of designating a preferred course of action.

It is our conviction that there is no more relevant or exciting learning area than the social sciences. We feel that a curriculum can be built which will be relevant, exciting, and involve the learner. Such a curriculum must be more than a patchwork revision of traditional courses of studies and methodologies. It must focus on the social sciences as they relate to the lives of young people in the world of today. By and large, most of the prepared curriculum programs (the "package mixes") have tended to focus on the contributions of specific disciplines. This has left to the teacher or school curriculum personnel the responsibility for organizing the separate parts into a coherent, sequential program.

We have borrowed extensively from the best available research to arrive at our stated concepts and objectives. This guide, hopefully, will enable you to determine yourself what you can do in order to develop concept-based units and a learning activities sequence and to recognize indications of your success in these efforts. An all-important section containing teaching strategies follows the concepts, generalizations, and objectives, but the full responsibility for this new approach to social studies remains with you. It is our conviction that the most effective teaching will be done by those teachers who develop their own techniques and expertise. The shared learning experiences of other teachers, contained in this manual, are intended only to get you started on your "own thing." As you have success or failure in your attempts, we wish you would pass them along - so others may gain from your experiences.

Our purpose in making the teacher's edition of this curriculum guide a loose-leaf publication capable of addition, insertion, change, and deletion is to allow each teacher to develop a personal social studies notebook, serving not just as a shelf reference but also as a daily classroom companion.

PART *TWO* - TO THE LOCAL CURRICULUM COMMITTEE

The State Social Studies Committee has assembled the components deemed necessary for revision of the social studies curriculum to keep in step with the ever-accelerating pace of change. In other words, we have the necessary ingredients for a marvelous cake but, unfortunately, we do not have a guaranteed recipe for baking it. The best that we can offer is a general direction and a choice between scratch-cake or a packaged-mix. If you are at all familiar with the art of baking a cake, you know that either choice has merits and pitfalls, with the test, of course, in the eating!

The scratch-cake or "do-it-yourself" formula for curriculum building has much to recommend it. The involvement of community personnel resources, familiar situations, current conditions, and local beliefs and attitudes constitute a powerful plea for the use of this approach. It can capitalize on pupil strengths and concentrate on weaknesses.

Likewise, a strong case can be advanced for relying on the professionals and turning to new curriculum packages in social studies. Prepared programs are built on a strong intellectual framework. The complexity of society today sets comprehensive curriculum building beyond the capabilities of lone individuals.

The scratch-cake formula places a heavy time-handicap on those involved. Often teachers participate in curriculum building after school hours or gather together for a summer and come up with curriculum revision. The package-mixes with their pre-set goals rarely match local requirements. The late 1960's witnessed the emergence of many of these contemporary-oriented projects, some perhaps too hastily improvised.

Some are currently being revised and refined. Implementation offers hazards of vulnerability to community pressures, lack of local relevance, variation in teacher ability and realignment of curriculum structure.

Presenting a lengthy and seemingly unwieldy list of ingredients without a fixed recipe assuredly raises many questions and doubts. In keeping with our commitment to offer a general direction to guide your efforts, we submit this "rule of thumb." In implementing a flexible scope and sequence, strive toward a program that develops:

(1) social studies concepts and generalizations from the fields of anthropology, sociology, geography, history, economics, and political science -- an interdisciplinary approach.

(2) attitudes -- understanding and appreciation of differences in human behavior, curiosity about human affairs, and a reasoned commitment to the ideals that sustain a free society.

(3) skills -- the ability to formulate and test hypotheses, and to gather, analyze, and evaluate data from a variety of media.

Once again -- whether 'scratch-cake' or package-mix -- the main ingredients are: (a) inquiry teaching[1] (b) concept-based curriculum[2] (c) multi-media approach[3]

The Social Studies Program should be planned on a K-12 basis, providing for development of social studies understandings, attitudes, and skills. This comprehensive revision provides a progressive development of concepts, generalizations, and skills in relationship to the maturing of pupils. Scope and sequence must be carefully planned to prevent needless repetition and to provide articulation from level to level.

There is no short route to success in building scope and sequence into the curriculum. It requires a total school effort. No single grade level should attempt curriculum development in isolation. A balance must be maintained between content, the processes of learning, and the learner as an individual. Minimum requirements are as follows:

Grades 1-6

Each student, each day, should have planned experiences in social studies that would contribute to one or more of the stated objectives for social studies and citizenship education. The Pledge of Allegiance to the Flag shall be a part of the daily schedule.

---

[1] Refer to the article in Chapter 6, Teaching Strategies

[2] Refer to the section in Chapter 1, Introduction

[3] Refer to the article in Chapter 10, Resources

We recommend an interdisciplinary program which generally follows levels of progression into the growing complexity of social learnings.

The local school decides grade placement of specific elements of content within the total program sequence. Refer to the chapter on Developing the Local Curriculum for suggestions.

Grades 7-8

American Studies I and II (two units) are required, but the local schools will determine the specific elements of content and the variety of learning experiences to be included.

During the two-year period, the student should be given an opportunity to study many facets of North Dakota history and geography. He should also begin studies in the Development of the United States which may be continued in any grade, 9-12. Refer to the chapter on Developing the Local Curriculum for organizational models and to the following paragraph for information on study of the constitution.

Grades 9-12

Three units of social studies will be required of all students for graduation. The statutes relating to the study of the U. S. Constitution and the North Dakota State Constitution require 81 hours of instruction at some point between the start of the seventh and end of the twelfth grades. Such study could be provided by a one semester government course emphasizing the constitutions or by concentrated mini-courses included for two or more years.

The remainder of the social studies curriculum will be developed by the faculty and students of each school and may be composed of a variety of learning experiences developed through courses, mini-courses, independent study, and seminars. A number of elective courses, normally one semester in length and of increasing sophistication, should be available for senior high school students. The decision as to the specific courses to be offered should take into account the preparation of teachers and the presence of other community resources. Refer to the chapter on Developing the Local Curriculum for suggested secondary electives.

Suggestions made in this curriculum guide may be understood better if you share our philosophical considerations. We are highly optimistic about the future of our society. We believe that man's overall progress has been steadily upward and toward the good. Human dignity, freedom of choice, and the well-being of individuals are steadily and surely being enhanced. In the society that we seek, there needs to be commitment to some kind of value system. We operate within a democratic framework and are thus committed to basic ground rules by which a democracy settles disputes which arise among citizens and groups and to establishment of procedures and goals by concensus.

We endorse wholeheartedly the belief that the content and strategies of social education should be the responsibility and the function of each community and each school.

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INTRODUCTION

CHAPTER ONE

CHAPTER I - INTRODUCTION

DO SCHOOLS GIVE THE PUBLIC WHAT IT WANTS?

Parent-teacher conferences, while perhaps not fulfilling all expectations, do confirm one thing -- most parents have a genuine concern for the educational welfare of their "bewildering offspring." Children remain the most priceless gift in the minds of parents. Not all of these parents, of course, value the same educational outcomes. Many relate school achievement with jobs and many with material success. We find no fault with this. Recently a college academician stated at a public meeting that the concern of the college in the future must be with the quality of life. A practical-minded businessman in the audience took issue by asking, "And who will pay the bills?".

There is evidence, however, that educators do not stand alone in placing a high priority on developing a child's mind and turning out a well-rounded human being. The fourth annual Gallup Poll of Public Attitudes Toward Education includes these heartening findings:

When citizens were asked to name the best feature in schools, the curriculum ranked first.

They were also asked to name those programs which deserve more attention in schools. "Teaching respect for law and authority" was ranked first for secondary schools and third for elementary schools. "Teaching students how to solve problems and think for themselves" placed second for both levels. The top concern for elementary schools was teaching the "three R's."

All of this leads us to believe that the nation's educators are attuned to public wants. It would appear that curriculum can and is being developed that places high priority on both mundane considerations and concern with the quality of life.

The nationwide emphasis on and acceptance of the concept of career education is further indication that the demand for "relevance" has not gone unheeded. Indeed the underlying philosophy of this Social Studies Curriculum Guide is a firm belief that the content and strategies of social education should be the responsibility and function of each community and each school. This should preclude divergent aims. Goals of "town and gown" must be compatible if we are to make any significant progress in improving curriculum!

THE RIGHT TO BE DIFFERENT

Only a few short years ago, school principals suddenly found themselves in the unhappy position of having to make unpopular decisions over the proper length of male students' hair. The Crew Cut and Duck Tail were being superseded by The Movement. Time won acceptace not only of long hair but even of beards and moustaches.

We realize that obsession with the length of man's hair is not new. Each in his time, individuals have been ridiculed either for difference in hair styles or for lack of hair.

What is true of hair is also true of dress. Several years ago John G. Fuller, a writer who dared revolt against the drabness of men's clothes, reported his experience:

> "I began wearing Bermuda shorts to work as a form of protest against the idiocy of tailor's inhumanity to man. My main motive was function: why shouldn't a man be comfortable instead of harassed?...
>
> "The last four years have been a futile battle against convention which has left me bloody and scarred. For four summers I have mounted the 8:17 train from Norwalk to Manhattan, immaculately dressed in Bermuda shorts and knee socks. From the other spineless Exurbanites, I have received nothing but disdainful glares or hooting derision. In Manhattan, it's usually a less gracious form of whistles and catcalls. But I continue to march my own drumbeat in spite of this.... But it has gotten me nowhere. The hoard clings to its hoary traditions, and I suffer the slings and arrows of outrageous insults. Instead of being the Messiah of the Liberated, I have become only the Buster Brown of Fairfield County."[1]

Now, the point of all this is that what is true of hair and dress is also true of ideas. History is replete with accounts of those punished for being different in their ideas. Socrates was put to death and Plato is said to have been thrown into prison, but such incidents did not interfere with the spread of their doctrines. Because Galileo published supporting data for Copernicus's sun-centered theory, he was brought before a church tribunal and forced to deny that the earth moved around the sun. There have been countless others. Among them there have been -- and there are today -- many teachers for whom the freedom to teach means the obligation to respect differences in opinion.

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[1] Quoted in Lawrence Langner, "The Importance of Wearing Clothes." New York: Hastings House, pp. 193-194.

Freedom to question, to criticize, to analyze, and then to act responsibly upon that analysis, recognizing the consequences, is essential to our way of life and has provided our society with much of its ability to adapt successfully to change.

The Utah State Board of Education has adopted this policy on controversial issues:

> "Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions should be identified as such and subject to challenge. It should be recognized that in his vital role a teacher need not be neutral but must be fair. Teachers must be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues." (Underlining added.)

The "Statement on Academic Freedom and the Social Studies Teacher," recently prepared and distributed throughout the nation by the National Council for the Social Studies, includes these guidelines:

> "Democracy is a way of life that prizes alternatives.... The democratic way of life depends for its very existence upon the free contest and examination of ideas... Freedom means choice.... There should be willingness to recognize that different viewpoints are valuable...."

These and other sentences in the NCSS Policy Statement on Academic Freedom make clear the importance of recognizing -- and respecting -- the right of each individual to determine his own values and to lead his own life responsibly.

We, as educators, then, must reaffirm the right to be different.

THE TEACHER AS THE CENTER

Most of us admit to happy memories of at least one teacher who exerted an influence for good in our lives. Perhaps it was a bit of encouragement which we needed so badly just then. Or it may have been one of those unforgettable lessons where, through merited failure, we learned of the parallel between effort and success. In whatever way the particular teacher touched us, the fact remains that it happened.

The nostalgia for the one-room country school (which finds frequent expression in these days of cynicism and despair) is no doubt evinced by memories of an outstanding teacher. There were, of course, instances of good teaching then just as there are now.

Now and then we engage in this bit of wishful thinking: If only we could isolate the factors that produce outstanding teaching. Then we would truly excel. We could incorporate these special factors into our preservice methods classes and mass-produce good teachers. This does appear to be a fertile but neglected field for research.

Enraptured as we have been with the concept of the "new" social studies and with rediscovering the flotsam and jetsam of time-worn educational theory, is it possible that we have more often than not confused the teacher? The teacher's concern is immediate. "What do I do on Monday morning with my classes? How can I use this? Don't tell me -- Show me."

Our concern with curriculum and with improvement of instruction must have validity for the classroom teacher as well as the student. The need is to sharpen our perspective of reality in the classroom situation. This is in itself difficult because of the many intangibles that go into teaching and learning situations.

George Mannello (1970) made this observation on the role of the teacher:

> "Thus we come back to the teacher, not as an important component of an instructional system but as the center upon which the entire program hinges. There are overarching teacher qualities such as caring, commitment, responsibility, and creativity. Without them no educational program no matter how well organized can succeed -- not in the long run.... In the systems approach, however, with everything so neatly laid out, with materials and strategies so explicit, with the built-in expectation of conformity, the tendency will be to fall into one's place, to become other-directed. When the teacher loses his feeling of centrality in the teacher-learning act, the overarching qualities of good teaching...diminish."

According to Mannello, if an instructional system denies the teacher the opportunity to create, organize, and direct, according to his own perceptions, then the teacher is relegated to the position of a technician who implements someone else's plans.

Likely there is consensus that the number one problem confronting us is improvement of instruction. Good teaching must be sought and enhanced. Outstanding teaching performances exist, but they are a rarity. This is "telling it like it is" and it hurts. The beleaguered classroom teacher needs help! Every proposal for curriculum revision and every plan that involves teaching and learning strategies ought to rise or fall on its "work-ability." *Its practical application must be demonstrated in actual classroom situations*. Whether good teachers are made or born is a moot question. That the teacher is "the center upon which the entire educational program hinges" seems indisputable.

OUR CONCERN IS WITH THE HERE AND NOW

A veteran classroom teacher with thirty-odd years of service to aspiring youth of North Dakota was heard to remark, "I no longer cling to illusions of 'setting the world on fire' with my work. The young will have to find the solutions." Those who have labored hard to improve the quality of instruction have reason to feel that the path has been long and tortuous. Innovations have held high promise so often and fulfilled that promise so rarely. It is understandable that teachers are tempted to yield to cynicism and despair.

Some of the pessimism apparently rubs off on Methods classes and cadet teachers. A sence of impermanence seems to mark so many of our young teachers. Few of them expect to spend thirty or more years in classroom teaching. They're willing to "give it a try," providing they can find a job, and not all are even hopeful about that. This is not the stuff of which educational revolutions are made.

On the other hand, many of those teachers who have taught for some years seem to think that they can afford to be casual about their role in the schools. And though the returns are not yet in on the effect of the younger generation, there seems no reason to expect any profound revelations.

The end result is this -- we can neither afford to be content, to "mark time" and "let (the younger) George do it," nor to sit helplessly and expect a revelation or some future inspiration to bail us out. Someone has remarked that "inspiration is 90% perspiration." There is certainly some substance to the observation. Inspiration may *sometimes* be the final stage in creative thinking. In most instances, however, it is necessary to evaluate, test, and perhaps revise the idea that comes to us.

The inspiration is, so to speak, only *a prelude* to further intensive work. It is one thing for the person to get the idea for a picture, a novel, a poem, an invention, or even an *educational theory*, and quite another to paint the picture, write the novel, write the poem, produce the invention, or formulate, test, and verify the theory.

So we are suggesting what you have likely suspected -- shed the coat...roll up the sleeves...and go to work.

Speculation about the future is an interesting and necessary pastime, nonetheless, man must search for the meaning of life within the framework of the present. We might do well to ponder the import of this verse translated from the Sanskrit:

Look to this day!
For it is life, the very life of life.
In its brief course
Lie all the verities and realities of your existence:
    The bliss of growth
    The glory of action
    The splendor of achievement,
For yesterday is but a dream
And tomorrow is only a vision,
But today well lived makes every yesterday a dream of happiness
And tomorrow a vision of hope.
Look well, therefore, to this day!
Such is the salutation to the dawn.

So while we still have our belief in youth, our love and respect for teaching, may each of us renew and redouble our individual and combined efforts to improve the quality of instruction. Good teachers have always sought to plan activities that optimize the unique opportunities which are afforded by the classroom. Look around you. Each class is a unique set of personalities, never to be duplicated, not like any other past or future class! Our concern is with the here and now.

THE CONCEPT-BASED CURRICULUM

Many believe that the "hottest brand going" in the "new social studies" is conceptual teaching -- less emphasis on facts per se in the classroom and more emphasis on using facts to develop abstract knowledge; i.e., concepts, generalizations, and principles.

Concepts may be thought of as definitions, facts and generalizations as propositions. Concepts exist in some form in the learner's mind. The word marble is a concept. "A marble is round" or "a marble will roll" are propositions which may or may not be facts. An expert marble-shooter would affirm that every marble is not perfectly round and a chipped or flattened marble would roll poorly at best. "Most marbles are round" would be an acceptable generalization.

The following jingle probably helped more than one worried student pass an examination: "In fourteen hundred and ninety-two, Columbus sailed the ocean blue." The jingle is doubtless a verified fact, but how meaningful is it to a child who has never sailed a boat or seen the ocean? We tell the child about the three tiny ships that Columbus used. Tiny in comparison to what? The toy ships that Johnny has launched in the bathtub? His father's fishing boat? Columbus's exploit was made possible by invention of the compass and the astrolabe. Has Johnny ever held a compass in his hands and marveled at the magic in the trembling needle? Or does compass to him evoke a picture of an instrument to draw circles?

The concept-based curriculum then is a series of carefully conceived, progressively sequenced, abstract ideas which are essential to the understanding of social studies. The concepts are not "given" to a learner but are rather developed on the basis of the learner's own experience. Companion procedures must be developed to give the student the necessary ability to form his own generalizations, rather than to simply memorize the generalizations presented by the teacher.

Concepts are born from the sensory experiences of the student in the classroom, out of the stimulus provided by the teacher and the curriculum. To provide the necessary depth of sensory experiences, classroom activities should draw on a variety of stimuli. The best method is, of course, to involve the student in collecting and organizing data for himself; as opposed to being presented with information and conclusions by the teacher or the textbook. The student thus recognizes relationships between ideas, values, and processes that he has never perceived before.

The basic strategy for using this conceptual framework begins with planning for instruction. Once the concepts and generalizations are chosen, teachers are free to set specific cognitive objectives and choose content and teaching methods to implement these objectives. More effort, more research, and more effective utilization of local resources is required, but the gains in student interest, reception, and retention are well worth the work.

DEVELOPING THE LOCAL CURRICULUM

CHAPTER TWO

CURRICULUM COMMITTEES

The development of curriculum is a vital process at both the state and the local school district level. Committees with a membership roster including teachers, administrators, subject specialists, college and university teacher training supervisors and staff members of the State Department of Public Instruction constitute the basic organizational framework employed in research and evaluation of curricular trends and the production of state curriculum guides.

State curriculum materials must of necessity be general in nature. These materials present the many alternatives available with some indication of comparative advantages as shown by research or implementation at other schools. State guides do not intend to be restrictive or limiting. It is their intent to help teachers plan effectively to meet the needs of their community and school as well as those of the individual students in each class.

To effectively meet these needs it is imperative that each education agency use a local curriculum committee to fully define, refine and develop curriculum materials in order to provide a continuous and coherent program in every discipline area and for every boy and girl in the school.

Curriculum decisions in years past were generally made by a small handful of leaders in the educational community. Today, the number of people expressing interest and generating input into the educational process has greatly expanded. This has improved curriculum development, soothed public relations and increased the community's interest in its educational enterprises.

Curriculum committees that help the school and teacher meet their needs and, more importantly, help students meet their needs must have a broad and comprehensive membership. A social studies committee, for example, should include teachers from other disciplines, parents, students and concerned citizens.

As local education agencies develop their social studies curriculum, as provided by the greater flexibility of this new guide, we would suggest that they: 1) organize a curriculum committee with a broad and representative membership; 2) visit schools that are already involved in new social studies projects; and 3) invite resource people to assist in developing plans.

The Department of Public Instruction will, whenever possible, provide a resource person from their staff or from outstanding social studies educators throughout the state, to assist any school district in designing their own social studies program. Interested schools should contact the Assistant Superintendent in Charge of Instruction to request a visit by a resource person.

LOCAL CURRICULUM DEVELOPMENT UTILIZING THE MATRIX METHOD

> First, a word of caution: the following example is not meant to be a recommended matrix, but only is to serve as a demonstration of how the matrix method can be used by local curriculum committees to establish the scope and sequence of local social studies curriculum from the concepts and generalizations presented in this guide.

The local curriculum committee should be organized as explained previously and should complete the preliminary steps to curriculum revision (i.e. review of the existing program in its entirety and decision as to the extent of revision necessary) before moving to the establishment of the matrix itself.

The matrix format, as shown by the sample below, has thirteen grade levels listed across the top. If continuous progress organization is being utilized, these grade level designations can be altered to progress points or levels of difficulty and their number can be varied accordingly.

FORMAT OF
CURRICULUM MATRIX

Concept: Culture

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Generalization Number													
Specific Statement to be Explored													
Focal Point													

The curriculum committee's first responsibility in completing the curriculum matrix is to develop a system of focal points covering the entire span of education for which the curriculum revision is to take place. In our example, the levels K-12 are included, so there are then 13 focal points to be developed. It is entirely possible that 6 focal points or 36 focal points or indeed any number of focal points could be used, but because the focal point is merely the center of the planned sequence and each teacher surrounds it with other learning experiences for the students, it is assumed that a single social studies focal point for each grade is sufficient.

In establishing the focal point, the life experiences and maturity level (sophistication) of the student should always be considered. One could, for instance, establish historical focal points, with the young student in K, 1, and 2 grades concentrating upon the present. As he gains experience and sophistication, the student could be introduced to historical materials increasing in difficulty and in time. Another method is to organize the focal points around the social experiences of the student. This method is used for the specific example here. Other means of choosing focal points are also possible.

Having decided, for our example, to organize the focal points around the social experiences of the child, we start with the child's home life and then include his school experiences. Thus, we select home and school as the focal point for kindergarten. During the first grade level, we can include the local community and region. Moving on up the grade levels, we broaden the focal point to look at society, study North Dakota in depth and examine the history of the United States. World geography, current issues, western civilizations, politics and economics offer additional focal points increasing in sophistication and difficulty. (Note that the focal points chosen here are intentionally very similar to traditional classes. This does not mean that "World Geography" is taught during the entire 6th grade, but that the 41 concepts are taught within the rough framework of world geography. Not a great change--but certainly a significant shift of emphasis.)

The final responsibility of the curriculum committee is to assign the generalizations from this guide to the focal points they have selected. In Chapters III, IV and V concepts and generalizations are listed for levels K-5, 6-8, and 9-12. The committee chooses those generalizations which they prefer to emphasize at each grade level. Each of the generalizations bears a number and can be entered upon the curriculum matrix by number. For our example, we have selected culture as our concept and have already established our focal points. As shown by the example, all of the generalizations may not be selected and they may be selected in any order and repeated at later levels with different focal points as often as desired.

The committee may decide that a concept such as "evolution" is too complicated for grades K-6 and thus would not be included until later grade levels. The committee may also decide that additional generalizations are needed at some grade levels, i.e. adding "family size is dependent upon natural and economic factors" at grade 8.

At this point the responsibility of the curriculum committee ends, and that of the individual teacher begins. Each teacher is given a series of matrices, one for each concept, each of which has the focal point for his/her class and the generalization to be taught.

Concept: Culture ← 1

CURRICULUM MATRIX

Grade Level	K	1	2	3	4	5 ← 3	6	7	8	9	10	11	12
Generalization Number	(K-5) IA1	(K-5) IA2 IA3	(K-5) IA4 IA5	(K-5) IA3 IA4	(K-5) IA3	(K-5) IA6 IA7	(6-8) IA3	(6-8) IA2	(6-8) IA1	(9-12) IA1 IA4	(9-12) IA2	(9-12) IA2	(9-12) IA3
Specific Statement to be Explored	Man and animals have similarities and differences. Families also have similarities and differences.	Weather and plants affect our lives. The world around us and the jobs we have affect the way we live.	Differences in climate, population, density and location are reflected in cultural differences.	Even within our area there are wide differences in the way people live. Location plays an important role in these differences.	Culture in North Dakota results from our climate and the jobs that people perform. Other areas of the United States are completely different.	(To be devel-oped by The Teacher)	Many of our value systems are developed from other western civilizations.	Each culture is unique and distinct, yet many elements have been borrowed from one to another.	Our state has a particular culture which is different from any other state yet shares many facets with all other states.	Cultures evolve from solutions to basic needs. Some problems are mutual to all cultural developments.	The culture of our country is strongly dependent upon previous and adjacent cultural systems.	The merger of various ethnic groups emphasized some cultural elements and compressed or submerged others in the United States.	Cultures often clash both internally in political and social contests and externally in political and physical contests.
Focal Point	Home and school	Local community and state	Selected areas of the world	Regional, rural, urban communities	North Dakota and selected USA communities	Survey of American history ← 2	World wide areas (Europe, North America and South America)	World wide areas (Asia, Africa, Indies and Australia)	Current North Dakota and USA	Societies of the world: overview	Development of western civilizations: in-depth topics	United States history: in-depth topics	United States politics and economics

The teacher then develops a specific statement (objective) that he/she wishes his/her class to explore as the basis for his/her lesson plans. This statement results from the combination of the three previous entries on the matrix format. 1) the concept, 2) the focal point and 3) the generalization to be taught. The teacher can then plan lessons to expose students to this statement he/she wishes them to master.

Concept: Culture

CURRICULUM MATRIX

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Generalization Number	(K-5) IA1	(K-5) IA2 IA3	(K-5) IA4 IA5	(K-5) IA3 IA4	(K-5) IA3	(K-5) IA6 IA7	(6-8) IA3	(6-8) IA2	(6-8) IA1	(9-12) IA1 IA4	(9-12) IA2	(9-12) IA2	(9-12) IA3
Specific Statement to be Explored	Man and animals have similarities and differences. Families also have similarities and differences	Weather and plants affect our lives. The world around us and the jobs we have affect the way we live.	Differences in climate, population, density and location are reflected in cultural differences.	Even within our area there are wide differences in the way people live. Location plays an important role in these differences.	Culture in North Dakota results from our climate and the jobs that people perform. Other areas of the United States are completely different.	Many changes in our society have occurred as it developed. Social, economic and geographic progress are reflected in how we live.	Many of our value systems are developed from other western civilizations.	Each culture is unique and distinct, yet many elements have been borrowed from one to another.	Our state has a particular culture which is different from any other state yet shares many facets with all other states.	Cultures evolve from solutions to basic needs. Some problems are mutual to all cultural developments.	The culture of our country is strongly dependent upon previous and adjacent cultural systems.	The merger of various ethnic groups emphasized some cultural elements and compressed or submerged others in the United States.	Cultures often clash both internally in political and social contests and externally in political and physical contests.
Focal Point	Home and school	Local community and state	Selected areas of the world	Regional, rural, urban communities	North Dakota and selected USA communities	Survey of American history	World wide areas (Europe, North America and South America)	World wide areas (Asia, Africa, Indies and Australia)	Current North Dakota and USA	Societies of the world overview	Development of Western civilizations: in-depth topics	United States history: in-depth topics	United States politics and economics

NOTES ON THE SAMPLE MATRIX

1. It is, of course, a local option as to which concepts and generalizations will be included and at what level they will be taught. In our example, all of the generalizations listed under the concept "culture" at level K-5 were not

used. Across all grade levels, the generalizations are not used in order but are selected to match the focal point for that particular school year. Any concept could be omitted at any grade level if desired.

2. Some of the generalizations are used at more than one grade level. The focal point differs, however, and the specific statement to be explored is more sophisticated as the student matures.

3. The focal point, although appearing very similar at two or more grade levels, is nevertheless quite different in approach and depth and is never matched with the same generalization.

4. The generalization is not necessarily used verbatim from the guide but is altered into the specific statement desired to match the local situation as determined by the teacher.

The completed matrix presents the assignment of only a single concept through grades K-12. Similar matrices would be prepared for all other concepts selected for teaching, normally using the same focal points, although the focal points could be altered if the curriculum committee feels this to be necessary. Other matrices could sequence the citizenship objectives.

A SECONDARY CURRICULUM DEVELOPMENT PLAN

I. Introduction

Our high school has initiated a new program of social studies which is a topical and issue-oriented approach intended to be flexible enough to address itself to newly developing problems and social needs, as well as meeting current ones. This curriculum is based on the principle of providing a good background in various disciplines within the field of social studies at the elementary level.

II. Rationale

The former social studies curriculum tended to be repetitious. Students took courses two or possibly three times during their elementary and junior high school years, only to repeat a similar course at the high school level. Ideally, under the old curriculum, fresh approaches were to make old material interesting again. However, fresh approaches often do not, in fact, make history repeated for the second or third time interesting.

Clarification and separation of information relating to particular issues or problems were considered necessary. The use of previously obtained disciplinary skills should be used to investigate and relate current topics. This is a dimension badly needed to improve the student's ability to formulate intelligent positions on problems which we cannot foresee as part of a student's future.

The new social studies program is a more flexible one which allows for adjustment to new developments in the field and to public demands. Once students have gained a background in the various disciplines, students are allowed to exercise some degree of selection of social studies courses designed to meet their interests, abilities, and occupational intentions.

III. Process of Development

Our teachers have long been interested in changing the curriculum. Ideas were obtained from 1) teachers around the state, 2) the statewide committee organized to revise the social studies requirement guidelines, and 3) evaluation of the curriculum which was part of the periodical evaluation carried on by the North Central Association for Accreditation of Colleges and Secondary Schools. The local curriculum committee, which included faculty members, administrators, students and lay persons, was established as a part of this evaluation about the same time re-examination of the social studies curriculum was being carried out by the department members. Most of the details of the new curriculum were worked out by the members of the department.

A series of department meetings was held to arrive at a selection of possible courses based on what were considered to be relevant topics, and on what topics other schools that were considering similar changes had examined. A digest of topics was compiled, and a list of possible courses was drawn up.

The list of courses was then distributed and explained to students in grades nine through twelve. They were asked to indicate which of these courses they personally would consider interesting. The results were then compiled, and from this list, department members selected the courses to be offered at registration. Once the registration was completed, the list of possible courses had been reduced from forty-five to twenty because those courses with less than five registered students were discontinued, and those who were registered for these courses were then rescheduled into other courses. During the registration process, students were able to follow a large master schedule which included all courses offered in the school.

IV. Course Offerings

The single course requirement for students is UNITED STATES IN THE WORLD, 1900 TO THE PRESENT. This course is a general survey of recent history of this country and its role in the world. State requirements for study of state and federal constitutions are also completed during this semester (½ credit) course.

The following are elective courses offered for the 1972-73 school year. Some are semester (½ credit) courses, while others are nine-week subunits, of which any two may be combined for ½ credit toward graduation.

After each course the curriculum area under which the course is coded on state reports is listed.

American Government and the American Political System (Amer. Gov't ½ credit)

American Economic System (Economics ½ credit)

World Geography (Geography ½ credit)

Psychology (Psychology ½ credit)

The Frontier in American History
(U. S. History 9-week subunit)

Background of Communist Nations
(World History 9-week subunit)

Women in American History
(U. S. History 9-week subunit)

American Art, Science and Thought
(U. S. History 9-week subunit)

American Military History
(U. S. History 9-week subunit)

Farmers and Laborers in American History
(U. S. History 9-week subunit)

American Minorities (Sociology 9-week
subunit)

Headline and News Analysis (Problems of
American Democracy 9-week subunit)

Population and Environment (Geography
9-week subunit)

Opposing Viewpoints (Problems of American
Democracy 9-week subunit)

Crime and Juvenile Delinquency
(Sociology 9-week subunit)

Religions of the World (World History
9-week subunit)

Courses initially offered but later dropped due to lack of student registration were the following:

Communism, Socialism, Capitalism

Problems of Developing Nations

Revolutions in the World

The following courses are being considered as additions to the curriculum:

Today's Isms: Communism, Socialism, Capitalism

History of North Dakota

Due to a conflict with an experimental program in Humanities now being offered, the following course may be dropped:

American Art, Science and Thought

V. Methods of Scheduling

After department members had arrived at a list of possible social studies courses, this list was distributed to students by class. Courses on the list were briefly explained and students were then asked to indicate which courses they felt enough interest in to register for. No limit was set on the number of courses they could indicate.

The results were then tabulated by course, and by the students' class level. Total numbers of students interested in various classes helped in determining the scheduling of courses by period, so that the courses for which primarily freshmen, for example, would register would be offered during periods which would correlate well with other classes freshmen would be taking. This provided the maximum opportunity for students who wish to take a particular course to fit that course into their schedule.

Once department members made the final decision of which courses to offer, which periods to offer them, and the number of sections to be offered, the courses were placed on the master schedule in preparation for student registration.

Following registration, some adjustments may be necessary. Courses which do not receive enough student registration to merit offering the course may be dropped. If there are any students registered for that course, they can be rescheduled into other courses immediately. Some courses have established prerequisites to provide that students have background information necessary for the course. (For example, the course U. S. IN THE WORLD is required for several elective courses.) Class size limits are set previous to registration and are based on the nature of the course. Seniors receive first priority in registering, juniors second, and so on. This is intended to assure seniors the opportunity to obtain classes they desire, and still allow other students the chance to register for that class in following years.

VI. Evaluating the Program

Evaluation of the program is based on student reaction. Questionnaires are to be distributed to students concerning the new courses they take once they have had a chance to try them. Registration the following year will also serve as an effective evaluation, particularly for the elective courses.

Evaluation by department members should be conducted and judged according to the goals and objectives established for the various courses, and for the program in general. Thus far, enough time for effective evaluation of our program has not elapsed.

VII. Suggestions

Following are some suggestions which we found helpful to us when beginning work on the new curriculum.

1. Check to see how many resource persons and resource materials are available before definitely deciding upon a new course.

2. Check to see what textbook materials are available for the courses you plan. For many new courses, there will be no textbook available. This means the instructor will have to rely heavily on resource people and materials, and in effect, create his/her own textbook.

3. Groups or organizations specializing on a subject you will be teaching can offer a great deal of assistance in finding materials and resource personnel. Consult faculty members of other schools and of colleges and universities.

4. Examine other departments in the system. See what changes they intend to make, and what they now offer in the courses they are teaching. Take advantage of the chance to cooperate in using a particular topic simultaneously for a variety of approaches. (Example, teach Frontier in American History so that you may work on literature of that same period in American Literature classes at the same time.) This also helps to avoid duplication or similar coverage of the same topic.

5. Consider the teacher's background, qualifications and the number of preparations when establishing a new course. Preparing one new course is a full-time job in itself.

6. Whenever possible, try to arrange classes to allow for maximum utility of textbooks and materials. Do not offer four sections of a class one nine-week period, and none the rest of the year. Using twenty books four times a year,

rather than eighty books once a year increases the return on textbook funds.

7. Compile an organized summary of the class as it is being planned and taught. We use the form below:

COURSE PLANNING OUTLINE
SOCIAL STUDIES CURRICULUM

Course Title:

I. Type of student for which course is designed:

II. Course Description:

III. Course Objectives:

IV. Major subdivisions or Units:

V. Materials: (Bibliography)

VI. Procedures: (Handouts, examples, etc., list resource books, materials and other aids)

VII. Suggestions for Improvements or Changes:

8. Require students to make any adjustments in their schedules for the year within a certain allotted time. (Within one week after the start of the school year, for example.) this helps to avoid scheduling difficulties for the counselor and other departments.

SOME SUGGESTIONS FOR COURSE ORGANIZATION

On this page and the two following pages, a few additional suggestions for sequencing elementary social studies and for organizing junior high and secondary programs is offered. As with the other materials on curriculum development, these are intended only to be examples which each school can examine in order to choose the elements which best match with their own goals, objectives, and policies.

ALTERNATIVE CONTENT SEQUENCES

GRADE ONE:

The Child Learns About his World (Children learn to know their local area and move to life in other lands. They study such topics as families in the communities, the school environment, and homes in other lands.)

GRADE TWO:

Families Around the World (Children study families in various societies and compare them with their own. Different types of neighborhoods are studied.)

GRADE THREE:

Communities Around the World (Such communities as Indian, pioneer, and world are studied.)

GRADE FOUR:

The State in a Global Setting (An intensive study of North Dakota; then, in-depth comparisons with other locations having similar resources and climate. Also included-formal geography.)

GRADE FIVE:

How Nations Develop (Concepts of exploration, colonization, and revolution probed in depth (1400 - 1900). A comparative study with Canada.)

GRADE SIX:

How Other Cultures Grew (A summary of U. S. culture followed by comparisons with various other cultures. Cultural conflict is discussed.)

GRADES SEVEN AND EIGHT:

A Goal of Self-Realization (Through sociology, anthropology, economics, and political science, the junior high student learns to know himself. Man as a social, human and family being is discussed. Minority cultures are dealt with. Socio-economic systems and political systems are studied.)

GRADE ONE:

Our School, Our Homes, Economics of Workers (Comparison and contrast with various cultures, civic responsibilities.)

GRADE TWO:

The Community (Workers continued, laws of community, comparison of various communities in various cultures.)

GRADE THREE:

Communities in Various Contrasting Geographical Climates (Industrial contrasted with underdeveloped, and a study of different beliefs.)

GRADES FOUR AND FIVE:

Western Hemisphere and Background Nations (An interdisciplinary approach leading historically up to 1900.)

GRADE SIX:

Asia and Africa (Interdisciplinary.)

GRADES SEVEN AND EIGHT:

1 Semester: North Dakota
1 Semester: Small units on Issues
2 Semesters: U. S. History and
Citizenship Development

Junior High (7-8)

American Studies I	American Studies I
American Studies II	American Studies II

This American studies course is designed as a two-year required study of the social studies disciplines on America.

Local schools will determine placement of specific elements of content for each level. This procedure will provide more flexibility to accommodate differing viewpoints and put the local schools in position to select from a variety of textbooks, materials and programs which most nearly meets their needs.

Some possible arrangements are:

	1st Semester	2nd Semester
7th Grade	North Dakota (Interdisciplinary)	Geography 1. Diffusion 2. Spatial Distribution 3. Areal Association 4. Spatial Interaction
8th Grade	U. S. History	Citizenship Development

7th Grade	Comparative Studies of United States and North Dakota, including history, geography, and economics	
8th Grade	U. S. History and Citizenship Development	Independent Units in American Studies

7the Grade	An interrelated social studies program utilizing all the disciplines, with study of North Dakota and federal constitutions included, as required by law.
8th Grade	

Senior High 9, 10, 11, 12

Three units will be required from grades 9-12. One-half unit of Post-1920 American History is recommended.

	1st Semester	2nd Semester	
9th Grade	Interdisciplinary Program in Social Studies centered on North Dakota		
10th Grade	Interdisciplinary Program in Social Studies centered on the United States		
11th Grade	Interdisciplinary Program in Social Studies centered on the world		One of the two required of each student
12th Grade	Interdisciplinary Program in Social Studies centered on Issues in the United States		

9th Grade	World History	World Geography	
10th Grade	U. S. History Topics	U. S. Political and Economic History Post - 1920	
11th Grade	Rural Problems	Current Issues	Two of the four required of each student
12th Grade	U. S. Politics	American Economic System	

9th Grade	U. S. in the World - multidisciplinary studies of the world				
10th Grade	Orientation to Social Studies		U. S. since 1920		
11th Grade	Ethnic Studies	Western Civilization	Non-western Civilization	Career Education	Four of the eight required of each student
12th Grade	Marriage and Family Life	U. S. Politics	North Dakota	Urban Problems	

If nine-week independent units are offered, credit should be awarded in ½ credit increments, even if units are graded separately and organized interchangeably.

Examples of
Electives or Options (Semester Courses or Nine-week Units)

- Economics
- Anthropology
- Minority Groups
- Sociology
- Marriage and the Family
- Government
- World History
- Rural Problems
- Area Studies (Multidisciplinary)
- History (Topics)
- Ethnic Studies
- Citizenship Education
- Law and Order
- Urban Problems
- Environmental Studies
- Drug Education
- Career Education
- Poverty
- Civil Defense
- Democracy
- World Geography
- Comparative Political Systems
- International Relations
- Present Day Problems
- Psychology

SOCIAL STUDIES

CHAPTER THREE

K-5

SOCIAL STUDIES OBJECTIVES K-5

SOCIAL STUDIES OBJECTIVES
ELEMENTARY LEVEL K-5

I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS

A Raise questions and seek answers

Evidence interest in their communities and in people of other lands

B Are open to new information and ideas

Are open-minded about information that is contrary to something they believe

C Try to understand why other people think and act as they do

Are sensitive to the thoughts and feelings of others

II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY

A Identify and define problems and issues

Identify the central problem in a situation; identify the major issue in a dispute

B Formulate generalizations and hypotheses capable of being tested (Too difficult for most children at this age level)

C Obtain information from a variety of sources

Consider more than one source for information they need; obtain information from other people, from a library, and from dictionaries, encyclopedias, simple maps, globes, and pictures

D Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources

Distinguish relevant from irrelevant information

E Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation, and understand that sequence or relationship does not necessarily imply causation

Recognize simple logical errors; recognize when generalizations lack any supporting evidence; have rudimentary ideas of the nature of causation

F Use data and evaluate criteria to make decisions

Consider proposals to solve a problem in terms of probable consequences for themselves and others

III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

A Read history, philosophy, and fiction

Sometimes read and listen to stories and observe dramatic performances that may increase their understanding of people

B Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art

Sometimes see elementary social implications in artistic presentations

C Recognize the role of creative-intuitive methods in scientific inquiry

Recognize that scientists think of new ideas about the world

D Distinguish personalized explanations of human affairs from scientific-objective explanations

Are aware that only some things can be proved while others cannot

IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

A Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists (Too difficult for most children at this age level)

B Understand some of the major relationships involving culture, the group, and the self

Understand some of the services provided in their communities and that these services may be performed differently in other communities; understand something of the importance of the family

C Understand some of the major characteristics of economic systems, especially the American economic system

Understand that under capitalism the production of goods and services is determined by the decisions of the producer and the consumer operating through a system of prices and markets; are aware that the consumer's choice is influenced by the utility of particular goods and services, their price, and his disposable income

D Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment

Know something of the location of major cities, states, nations, continents, and oceans; understand some of the influences the physical environment has on the way people live

E Understand some of the major historical developments

Know the major events in American history that are represented by holidays

F Understand some of the characteristics of the major systems of government, particularly the political system of the United States

Understand something of the role of leadership and decision-making in the home and at school; understand the necessity of rules in the home, at school, and in games; understand something of the relationship between rights and responsibilities

V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

A Believe in the fundamental worth of the individual and can justify their belief

Respect the views and feelings of other people and can tell why this respect is desirable

B Believe in the freedoms of the First Amendment and can justify their belief

Uphold one or more of the basic freedoms and can tell why they do

C Believe in the rule of law and can justify their belief (Too difficult for most children at this age level)

D Believe in open opportunity for advancement and can justify their belief (Too difficult for most children at this age level)

E Are willing to act for the general interest

Have a sense of responsibility for the interests of others

F Are willing to participate in decision making relevant to their lives

Participate in making decisions in school, at home, and in play groups

SOCIAL STUDIES CONCEPTS
K - 5

CONCEPTS AND GENERALIZATIONS
ELEMENTARY LEVEL K- 5

I. ANTHROPOLOGY

A Culture

1. Culture makes man different from other animals.
2. Culture is man's response to problems posed by the environment and group living.
3. Environment affects ways of living.
4. Cultures are many and varied.
5. Environment and inventiveness have produced great differences in cultures.
6. Culture is constantly changing.
7. Culture is the product of generations of human invention.
8. All cultures provide for the basic needs of group living.

B Evolution

1. Man has developed over a long period of time.
2. Man's physical traits developed over a long period of time through adaptations to environment.
3. The evolution of man is continuing and may produce future changes.

C Family

1. There are similarities between man's family life and the family life of other animals.
2. Family members in all cultures have specific roles and functions.
3. As a mammal, man needs close contact between mother and child.
4. The dependence of man's offspring on the family is longer than for any other animal.
5. The family is the basic means of transmitting culture.

D Invention

1. As a tropical primate man did not need fire, artificial shelter, or clothing to survive.
2. Only man has the ability to make complex tools.
3. Tools are extensions of the body and its functions.
4. The control of fire was man's great accomplishment.
5. Clothing and shelter were invented as man moved away from the equatorial climate.
6. The first clothing was made from skins of animals.
7. Agriculture fostered the development of societies.
8. Agriculture encouraged the development of permanent shelter and domestication of animals.
9. Tool making specialists exist only in organized societies.

E Language

1. Man has the unique ability to communicate in the abstract.
2. All men speak a language and can learn the languages of all other men.
3. Man's ability to communicate is learned.
4. Oral, physical, and written communication make up language.
5. Languages are in a constant state of change.
6. Communication through language facilitates development of a culture.
7. Language originated from a need to express fears and basic needs.

II. ECONOMICS

A Factors of Production

1. Where man lives determines what he produces.
2. The climate of an area may limit what man can produce.
3. Men use tools, equipment, and buildings to make goods.
4. Workers who have skills usually produce more.
5. Business firms produce most of the goods and services.
6. The quantity and quality of the resources nations possess vary, but all nations have natural resources.
7. Capital goods take many forms such as factories, tools, and machines, all of which are used to increase productivity.
8. Producing goods and services provides income.
9. Human effort, natural resources, and capital are necessary for production.
10. Every economic system develops financial institutions to carry out transactions for the community.

B Market Economy

1. In a market economy individuals are free to seek economic gain.
2. In a market economy people are free to own property and to use that property for production.
3. Competition creates a wide range of choices for the consumer.
4. In a mixed market economy, business firms have the freedom to choose goods to produce.
5. Individuals become businessmen to make a profit.
6. Through their demand, consumers determine what will be produced in a mixed market economy.
7. Community goods are produced by government.

C Money

1. Money takes many forms. Money makes the exchange of goods easier. The money families spend is distributed among many people.
2. Money must be acceptable to all people who use it.
3. Money permits specialization.
4. People exchange goods and services for money.

D Scarcity

1. No one has all the things he wants.
2. People must make choices.
3. People have basic needs for food, clothing, and shelter.
4. Acquiring goods satisfies some of our needs and wants.
5. Every person is a consumer of goods.
6. Providing goods and services requires effort.
7. Choices are made whenever money is spent or saved.
8. People satisfy their basic needs before they satisfy their wants.
9. Some wants are individual, while others are collective.

10. When existing wants are satisfied, new ones take their place.

11. Services are consumed as well as material goods.

12. Consumption of scarce goods can only be achieved by production.

13. Not all people are producers.

E Specialization

1. People in school and home do many different jobs.

2. People do different kinds of work to earn money.

3. Specialization increases the efficiency of schools and homes.

4. Members of the family need one another.

5. Members of family depend on other people outside the family.

III. GEOGRAPHY

A Areal Association

1. Different parts of the earth have different climates.

2. Places are related to other places in terms of size, distance, direction, and time.

B Diffusion

1. Similarities as well as differences exist in people around the world.

2. Foods and goods are distributed by many carriers including trucks, trains, ships, and planes.

3. Communication may control the degree of diffusion of ideas and objects.

4. Change comes more slowly to some regions than to others.

5. Elements of an older culture are often diffused through younger children.

C Spatial Distribution

1. Geographic location determines in part how people live.

2. Physical environment determines the kind of homes people build.

3. Neighborhoods are composed of people, land, and buildings.

4. A region is an area with common characteristics.

5. Climate patterns may determine the rate of development of a region.

6. Population density varies from city to farm.

D Spatial Interaction

1. People living in an urban area have a greater opportunity to associate with others.

2. The spread of knowledge links people.

3. A map of a community may reveal patterns of movement.

4. Trade stimulates the exchange of ideas as well as goods.

5. Modern communication has increased the possibility of understanding differences among people.

6. There is a constant movement of population from rural to urban areas.

7. The variety of communications is directly related to the level of technology of the cultures involved.

IV. HISTORY

A Change and Effect

1. Consequences are the results of our words and actions.

2. Laws and rules govern groups and individuals.

3. Every culture is formed by customs.

4. Decisions and institutions of the past have influenced the present.

5. Nations and civilizations must be able to adapt to change.

6. The well-being of individuals is affected by group decisions.

7. Earlier actions affect present decisions.

B Change

1. Individuals and families change.

2. Some things change faster than others.

3. Some neighborhoods change faster than others.

4. People have roots in the past.

5. Everything is in a constant state of change.

6. Everything considered new has roots in the past.

7. Change makes some things obsolete.

8. Change may help some people while it may hurt others.

9. Change causes adjustments.

10. Violence may expand change.

C Historical Method

1. Everything in print is not necessarily true.

2. Magazines, books, and newspapers are sources of information.

3. Interpretation of historical events should be based on evidence.

4. Original sources should be used as reference sources.

5. Historical records are important in studying events in the past.

6. The accomplishments of mankind are recorded in records, artifacts, and printed documents.

D Values and Beliefs

1. Values change as knowledge is gained.

2. Variations in time and circumstances produce a multiplicity of values.

3. A study of a different group of people may benefit a group or individuals.

4. Every person is important in a democracy.

5. Freedom and rights of one individual must not violate the rights of others.

6. The dignity and worth of the individual are interpreted differently by each society.

7. Value judgments have been formulated throughout history.

V. POLITICAL SCIENCE

A Change and Stability

1. Political systems must change in order to survive.

2. Political systems must adjust to changes in society.

3. To remain stable a political system must solve problems.

4. If a political system cannot meet the needs of the people, it may be overthrown peacefully or through force.

5. Political systems are sometimes guided by a written constitution (e.g. U. S. Constitution).

6. Competing political systems within a country may lead to civil war.

7. Politcal systems must change to remain stable.

B Citizenship

1. Being a good citizen begins at home and at school. It means helping make rules and assuming responsibility for one's actions.

2. Creating a political system requires defining mutual rights and duties of both the citizen and the political system.

3. Some societies believe that man has no rights apart from the state.

4. Depending on the kind of society they live in, people have differing rights and obligations.

C Decision Making

1. Politics develop when men make binding decisions on society.
2. The distinction between political and nonpolitical is hard to draw.
3. Many activities of the family are based on habit and tradition.
4. Central control by government may be necessary during times of crisis.
5. Scarcity may require group decisions about allocation of resources.
6. People may decide to join together for mutual protection.

D Government

1. Every community needs some form of government.
2. Government is the most important part of a political system.
3. Local government pays for services through taxes.
4. Many groups outside of government (e.g. pressure groups) participate in the political process.
5. There are different ways to choose political leaders.
6. Choice is based upon prevailing customs and times.
7. In the early town meetings of New England, people made their own laws.

E Ideologies

1. Conflict and cooperation are found at all levels of human organization.
2. Governments at local, state, and national levels may cooperate or compete with each other.
3. There are many theories regarding the creation of international conflict.
4. The struggle for authority by competing states may lead to war.

F Interdependence

1. People of the world are dependent on each other for many important things.
2. People are interdependent in the family, in the community, and in the world.
3. Specialization in government complicates interdependence.
4. Interdependence is limited by a lack of resources, social traditions, language differences, or geographic barriers.
5. Inventions sometimes increase interdependence.

G Power and Authority (Laws)

1. People follow rules in society through conditioning or force.
2. People need rules in the home and the community.
3. Those who break rules may be punished.
4. The policeman is a symbol of authority.
5. People benefit when everyone obeys the laws.
6. Voters delegate authority directly to the elected officials and indirectly to the appointed officials.
7. People look for justice and order through law.
8. Political systems usually use force to back up authority.
9. A man who violates the law is subject to punishment.
10. Laws sometimes compel us to do things against our will (e.g. pay taxes, serve in the military).

H Values

1. A functioning society requires basic rules of moral conduct.
2. Rules of moral conduct must be applied to the institutional framework of society.
3. The political structure reflects the values of a society.
4. Politicians may have differing standards of conduct.
5. Popular control of government is based on honest popular participation in the electoral process.
6. Ethics in government pose problems for public officials.

VI. PSYCHOLOGY

A Learning and Maturation

1. People must learn to adjust to new situations and to understand the world about them.
2. People must learn to feel, think, and act intelligently and democratically in order to become useful members of a democratic society.
3. Learning about important people of the world and in history provides many patterns of conduct.
4. Maturation necessarily precedes learning.
5. Learning must take place to obtain goals.

B Personality

1. Personality is developed through family interrelationships.
2. Each person has his work to do, and no matter what it is, the important thing is to do it well.
3. Social contacts with peer groups encourage social development.
4. Approval from social groups develops self-confidence.

C Social Needs

1. Children depend on other children for a happy life at home, school, and in the neighborhood.
2. People seek security, happiness, and a feeling of well-being.
3. Social needs are motivating forces in determining individual behavior.

D Stability

1. The family has an effect on the child, and the child has an effect on the family.
2. A child depends on many adults for cooperation.
3. Standards of behavior are determined by established rules and laws.
4. Routine and organization in life may encourage a feeling of stability.

E Uniqueness

1. Members of a family differ in appearance and abilities.
2. Members of a class differ in appearance and abilities.
3. An appreciation of individual differences should replace prejudices.
4. Children in every society make important and worthwhile contributions.

F Values

1. Everyone in a family has rights which should be respected.
2. Politeness and a sense of fair play are essential in social living.
3. Pride and loyalty toward maintaining good schools are important.
4. Proper attitudes and proper social behavior must be stressed in the celebration of special days.
5. The ideas and values of others must be recognized although they may not satisfy our needs.
6. Moral and spiritual values govern our behavior.

VII. SOCIOLOGY

A Change

1. Individuals are constantly changing; however, change is very slow and gradual.
2. Most new discoveries and inventions produce some changes in the society.
3. Whenever two or more cultures come into contact, some change usually takes place in each culture.
4. Natural causes, such as tornadoes, earthquakes, floods, and plagues usually bring some change in the culture.

B Culture

1. Much of the culture of any society is dependent upon its geographical location and the availability and abundance of natural resources.
2. Social institutions are the structures which provide for the fundamental needs of a society.
3. A culture cannot be judged inferior merely because it differs from one's own culture.

C Disorganization

1. Social problems may be produced when the values of one group are in conflict with those of another.

D Group

1. Some groups, such as the family, neighborhood play groups, and congeniality group, are rather permanent in nature.
2. Primary groups are small, intimate, face-to-face natural groups in which the person is important for himself (e.g. family).
3. Groups exert social control over the individual members of the group through the use of sanctions (reward or punishment).
4. Secondary groups are groups which have face-to-face relationships but lack the intimacy of the primary groups.
5. The individual in a group is not important for himself but for the task which he performs (as workers in a factory of shoppers in a supermarket).
6. Clubs are formally organized friendship or congeniality groups which are multi-purpose (members share several activities together).

E Institutions

1. Societies develop specific institutions to carry out the basic functions in a society.
2. Each individual is expected to play some role in each of the institutions of his society.
3. Institutions are characterized by division of labor and specialization.
4. The function of socialization of the new members of the population is carried out by the family and the institution of education.
5. Maintaining order within a society and protecting it from other societies is the function of the institution of government.

F Interaction

1. Interaction occurs when the actions of one person cause an action in another person or persons. Persons mutually influence one another. We learn from one another.

G Norms

1. The individual is expected to abide by the rules. No one can do as he pleases without some form of punishment or lack of acceptance by society.
2. Every person must compromise his own desires and behavior with those of other members of primary and secondary groups.
3. Groups of people usually develop varying ways of acting, thinking, and believing.
4. The group enforces its norms by the use of sanctions (rewards or punishments used to control the behavior of the individuals).
5. Groups structure the social life of individual persons.

H Population

1. Where people live is closely related to geographical and cultural factors.
2. The size and density of population affect the complexity of a culture. As population increases the culture becomes more complex.
3. The size and density of population affect the degree of specialization in a socity.
4. Higher density of population produces more specialization.

Social Class

1. Societies often categorize people into groups called social classes. These classes are ranked from high to low by the society.
2. The basis for grouping people in classes varies from one culture to another.
3. The "open" class system allowing for mobility from class to class is an ideal of democracy.

K - 5

CITIZENSHIP OBJECTIVES

CITIZENSHIP OBJECTIVES
ELEMENTARY LEVEL K-5

I. SHOW CONCERN FOR THE WELFARE AND DIGNITY OF OTHERS

A Treat all individuals with respect

1. Accept differences in religion, national origin, race, social status, sex, age, clothing, physical or mental abilities, or interests.
2. Appreciate individual differences and do not tease and bully younger children
3. Do not ridicule classmates when they make mistakes, are corrected by the teacher, or get bad grades.
4. Do not gossip maliciously about others.

B Consider the consequences for others of their own actions

1. Control their emotions in the face of criticism, teasing, arguments, and failures.
2. Do not injure or embarrass others, disrupt class, or disturb other students who are studying.

C Guard safety and health of others

1. Read and follow directions for use of cleansers, poisons, and other potentially dangerous products and properly dispose of containers.
2. Know that cleanliness may prevent the spread of germs.
3. Know first aid practices and how to get emergency medical help.
4. Do not go places without adult permission (explicit or understood).

D Help other individuals voluntarily

1. Help those who are lost or in trouble, giving due consideration to their own safety.
2. Care for a sick neighbor's lawn or garden.
3. Help instruct classmates who have been absent or are new to their school.
4. Console friends with personal problems.
5. Help others in constructive achievements such as learning to play sports or to use tools, but do not expect a reward for every good act.

E Are loyal to country, to friends, and to groups whose values they share

1. Are willing to give constructive help at any time and, in times of crisis, to devote much of their own time and effort to friends, family, or larger groups.
2. Defend the group or friends against unjust accusations.
3. Express allegiance in the Pledge of Allegiance, respect the flag, and recognize other symbols.

F Understand and oppose unequal opportunity

G Seek to improve the welfare of groups of people less fortunate than they

II. SUPPORT RIGHTS AND FREEDOMS OF ALL INDIVIDUALS

A Know the rights guaranteed by the Constitution and be able to recognize the proper exercise of these rights

B Be willing to defend the rights of others even when they are not themselves directly threatened

C Value others' right to choose their own friends and activities and do not ridicule others' choices

D Respect the privacy and personal property of others

E Recognize that everyone has the right to say what he believes, choose his own religion, get fair treatment under the law, and have a fair trial if accused of a wrong act

III. HELP MAINTAIN LAW AND ORDER

A Understand the need for law and order

1. Appreciate the balance between personal freedom and rules for the common good.
2. Know that laws and rules can help protect all individuals from unfair treatment and provide a means for organized effort to solve social problems.

B Are conscious of right and wrong behavior

1. Are aware of others' wrong actions, as well as their own, and warn others about breaking rules.
2. Refuse to participate in unethical group activities, such as conspiring to blame another child for their own wrongdoing.
3. Report accidents and illegal or irresponsible acts to their parents or other authorities, but can discriminate between tattling and reporting serious misconduct.
4. Believe it is right to call attention to unjust rules.

C Comply with public law and school rules

1. Do not violate laws and regulations even when sure no reprisal will result.
2. Obey traffic safety laws.
3. Comply with school regulations.
4. Do not litter private or public property.
5. Do not steal or disturb others' possessions and return borrowed articles.
6. Obey trespass laws and do not participate in vandalism.

D Help authorities in specific cases

E Protest unjust rules

F Inform themselves about the law

IV. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF OUR GOVERNMENTS

A Recognize the purposes of government

Recognize that government provides law and order; protects rights and liberties; provides services for the general welfare; and provides protection from outside forces.

B Recognize the main functions and relations of governmental bodies

1. Recognize that we have governments at the local, state, and national levels; that governmental powers are limited by the people (through the Constitution); and that most government leaders are elected by the people.
2. Recognize that elected representatives make laws and that the President (Governor, Mayor, etc.) directs the carrying out of these laws.
3. Know the name of the current President.
4. Recognize that courts resolve disputes about the law.

C Recognize the importance of political opposition and diverse interest groups

D Recognize that democracy depends on the alertness and involvement of its citizens and know how citizens can affect government

1. Understand that all services of government must be paid for, largely through taxes.
2. Believe it is good for each person to take part in government.
3. Understand the reasons for elections and the secret vote.
4. Recognize that bringing competing ideas and candidates into public view enables citizens to choose the leaders and laws they prefer.

E Recognize the structure and operation of political parties

F Know structure of school and student government

V. SEEK COMMUNITY IMPROVEMENT THROUGH ACTIVE, DEMOCRATIC PARTICIPATION

A Believe that each person's civic behavior is important and convey this belief to others

B Recognize important civic problems and favor trying to solve them

C Actively work for community improvement

1. Volunteer to help on school or community projects and activities.
2. Belong to groups which further community improvement and other civic goals, such as Boy or Girl Scouts, 4-H clubs, or conservation groups, and help in charity fund drives at school as well as with their parents or other adults in the community.
3. Try to interest peer groups and clubs in achieving desirable civic goals.

D Participate, where possible, in local governmental processes

E Apply democratic procedures on a practical level when working in a group

1. Try to help classroom activities, clubs, and recreation teams move toward their goals.
2. Encourage the hearing of different viewpoints before voting on an issue.
3. Abide by democratically determined decisions and follow established procedures for trying to change a decision (persuasion, petition, etc.).

4. Mediate or seek compromise when others disagree.

5. Are willing to give in when the situation calls for immediate action and their own objections are unimportant.

6. Explore and take turns with various leader and follower roles.

F Display fairness and good sportsmanship toward others

1. See that credit is given where due and that everyone gets a fair share of participation and reward.

2. Admit when they are wrong and accept corrections, reprimands, and decisions of officials in good spirit.

3. Choose other students for special roles and tasks on the basis of the student's interest and ability rather than solely on the basis of friendship.

4. Appreciate competition as a spur to excellence.

5. See the humor in human foibles, including their own.

VI. UNDERSTAND PROBLEMS OF INTERNATIONAL RELATIONS

A Are aware that world peace is one of man's most challenging problems

B Understand that law and good will can help prevent conflicts between nations, as it does between individuals

VII. SUPPORT RATIONALITY IN COMMUNICATION, THOUGHT, AND ACTION ON SOCIAL PROBLEMS

A Try to inform themselves on socially important matters and to understand alternative viewpoints

1. Ask questions and, if needed, probe for more complete answers by further questioning of students, teachers, counselors, parents, and especially persons who have unique experience or expertise to share.

2. Listen attentively and open-mindedly to what any other person may say.

3. Recognize that there are many sides to a story or question.

4. Show an expanding awareness of the world outside their own immediate group or environment including major problems such as war, poverty, disease, food and water.

5. Use available sources of information such as books, magazines, newspapers, TV, radio, teachers, parents, and authorities; and are aware that a single source may present only one side of a story.

B Evaluate communications critically and form their own opinions independently

1. Question the authority or evidence for doubtful assertions, such as rumors or advertising claims.

2. Recognize grossly illogical statements.

3. Are not easily influenced or swayed by other students' evaluative judgments, but do not hesitate to change their opinion when their own error dawns on them.

4. Do not accept or reject views simply because an emotional label has been ascribed.

5. Begin to form their own values and beliefs.

C Weigh alternatives and consequences carefully, then make decisions and carry them out without undue delay

1. Understand the importance of collecting accurate information and withhold a decision if awaiting further information is likely to be worth the delay.

2. Devote time and effort to important decisions, while speeding routine decisions.

3. Carry out complex tasks with efficiency, using all available resources.

D Recognize social problems and have ideas for solutions

E Support free communication and communicate honestly with others

1. Willingly and clearly express their own views on school and social matters, and encourage open discussion of all issues.
2. Give honest answers, even if it means disagreeing with the group.
3. Do not distort facts or misrepresent others' viewpoints.

F Understand the role of education in developing good citizens

1. Appreciate educational achievements of their own and of other students.
2. Understand how education and free communication can help people make wiser decisions about their government and that education can help each person make the best use of his ability.

VIII. TAKE RESPONSIBILITY FOR OWN PERSONAL DEVELOPMENT AND OBLIGATIONS

A Further their own self-improvement and education

1. Take the initiative to learn as much as they can, in school and elsewhere.
2. Use school and community libraries.
3. Complete homework assignments on time, follow instructions in class, and make up missed work.
4. Seek help from teachers, parents, or other students when having difficulty in understanding work.
5. Develop creative hobbies and take advantage of sources of education outside school such as books, magazines, films, radio and TV, museums, observations, and travel.

B Plan ahead for major life changes

C Are conscientious, dependable, self-disciplined, and value excellence and initiative

1. Are not careless or tardy in keeping appointments.
2. Keep promises, and can be trusted with minor responsibilities.
3. Correct their own errors and do not blame others for their own mistakes.
4. Persevere until a job is completed.
5. Plan the use of money to allow for past commitments and future needs as well as present desires.

IX. HELP AND RESPECT THEIR OWN FAMILIES

A Respect the reasonable authority of their parents, or guardians, and help with home duties and problems

1. Comply with their parents' wishes generally.
2. Inform parents of their plans and ask permission when they know parents expect to be asked.
3. Return home at the time promised and call when delayed.
4. Appeal disagreements with parents openly rather than covertly disobeying.
5. Do not deliberately frustrate or embarrass their parents, and respect the feelings of other members of the family.
6. Keep their own things in order, help with home chores, and are careful with furniture and other family property.

7. Help care for younger brothers and sisters and invalid family members.
8. Seek appropriate outside help when encountering an emergency.

B Help younger brothers and sisters to develop into good citizens

1. Invite younger siblings to join them in activities such as reading, playing, working, building things, or planning a day.
2. Share belongings and teach those younger to use them responsibly.
3. Answer questions patiently and explain why particular acts are good or bad, but do not dominate younger brothers and sisters.
4. Describe and interpret their own experiences for the benefit of younger children.
5. Help keep brothers and sisters out of trouble, and praise them for fairness and generosity.

C Discuss social matters with their families and respect the views of all family members

1. Seek the opinions and advice of parents and other family members on personal and school matters.
2. Talk openly with their families and exchange views without excesses of emotion.
3. Discuss teachers, school studies, current school events, and social issues.

CURRICULUM NOTES

SOCIAL STUDIES

CHAPTER FOUR

6 - 8

SOCIAL STUDIES OBJECTIVES 6-8

SOCIAL STUDIES OBJECTIVES
INTERMEDIATE LEVEL 6-8

I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS

A Raise questions and seek answers

Raise questions about and inquire into topics pertinent to their social studies courses and to current affairs

B Are open to new information and ideas

Are open-minded about information that may upset basic assumptions or cherished notions

C Try to understand why other people think and act as they do

Attempt to understand the views of others; are willing to put themselves into the positions of others; share the feelings of others

II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY

A Identify and define problems and issues

Identify the central problem in a confused, problematic situation and thereby distinguish it from related but secondary problems

B Formulate generalizations and hypotheses capable of being tested

Clarify vague and ambiguous terminology

C Obtain information from a variety of sources

1. Consider more than one source for information they need; obtain information from other people, from a library, and from dictionaries, encyclopedias, simple maps, globes, and pictures
2. Use a library card catalog to find books and magazine articles on a specific subject; use tables of contents and indices to find information in books and reference volumes

D Distinguish facts from opinions, relevant from irrelevant information and reliable from unreliable sources

1. Distinguish relevant from irrelevant information
2. Are able in some instances to distinguish facts from opinions and reliable from unreliable sources

E Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that sequence or relationship does not necessarily imply causation

Recognize certain logical errors; identify unstated assumptions in an argument; recognize generalizations that go beyond the information given; have rudimentary ideas of the nature of causation

F Use data and evaluative criteria to make decisions

Recognize conflicting values in a decision-making situation; test plans of action in terms of their probable consequences with respect to personal values

III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

A Read history, philosophy, and fiction

Sometimes read historical books and articles; sometimes read novels, watch dramatic performances, and listen to music that may increase their understanding of people

B Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art

See some social implications in artistic presentations

C Recognize the role of creative-intuitive methods in scientific inquiry

Recognize that scientists may think of new ideas about the world which then require testing

D Distinguish personalized explanations of human affairs from scientific-objective explanations

Are aware that some theories can be proved while others cannot

IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

A Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists

1. Are aware of the distinctive knowledge domains of the social sciences, for example, that:

   Historians seek to record human events and to interpret them in a way that gives meaning to continuity and change;

   Anthropologists are interested in cultures and in the effects of a culture on the life of an individual

   Sociologists are concerned with group life, with the ways in which individuals organize themselves into groups, and with the interrelationships among individuals and groups

2. Recognize the types of questions that are of major significance to several of the social sciences, such as:

   What explains the spatial patterns of phenomena on the face of the earth?

   What and how much should be produced?

   How is the power of leaders structured by the government?

B Understand some of the major relationships involving culture, the group, and the self

Understand that people in other parts of the world have different ways of living; understand that people are influenced by their culture and know something of the role of the family, school, religion, and mass media in making people similar and different; understand that cultures change slowly

C Understand some of the major characteristics of economic systems, especially the American economic system

1. Understand economics as the study of the way people go about producing, exchanging, and using material goods and services they want
2. Understand that since people cannot have everything they want, they must make decisions and that these choices decide what is produced

3. Understand that in producing the things people want, the producer seeks to make a profit, emphasizing that if he pays too much for the labor and material he uses, his profit will be less or there will be no profit at all

4. Understand that the buying and selling of goods and services take place in what are called markets, noting that the number of buyers and sellers in a particular market and the amount of goods and services available in that market help to determine prices

5. Understand the role of government in the economic process, for example, that the government is a major buyer of goods and services; understand some of the ways in which the government seeks to help the economy

6. View the American economy in its international setting, with emphasis on the interdependence of the world's economies, the role of world trade, and efforts to foster growth of economically underdeveloped areas

7. Understand some of the major similarities and differences between American and other economic systems

D Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment

1. Have knowledge of the worldwide spatial distribution of major features of man's physical and cultural environment

2. Understand some of the major interrelationships between cultural phenomena and the physical environment, such as the influence of the physical environment on people's ways of living and man's role in modifying his environment

3. Know some of the major characteristics of life in Latin America, Europe, Africa, and Asia

E Understand some of the major historical developments

1. Understand some of the major events and leaders in United States history:

   European exploration and colonization of the New World, with emphasis on the motivation for empire and how European institutions were modified by the New World environment;

   The achievement of American independence, with emphasis on reasons for conflict with the mother country and the Declaration of Independence;

   The establishment of a government for the new nation, with emphasis on demands for the creation of a strong central government, the basic principles of the Constitution, the spirit of compromise, the Bill of Rights, nationalist tendencies, the development of political parties, and the effort to achieve a national identity in international affairs;

   The westward movement and the increase in sectional differences;

   The Civil War and Reconstruction;

   The industrialization of the United States, with emphasis on technology, the emergence of big business and attempts to regulate it, the plight of agriculture, the rise of labor unions, the Great Depression, and active government involvement in the economy;

   The development of the United States as a world power, with emphasis on the interest in expanded world trade, the acquisition of overseas possessions, involvement in the First and Second World Wars, and acceptance of international responsibilities in the atomic age

2. Understand something of the traditional Indian cultures, the Spanish conquests, and national independence movements in Latin America

3. Understand some of the significant developments in the early history of Western Europe:

   The Greek city-state, Athenian democracy and creativity, and Alexander the Great;

   The Roman Empire and Christianity;

   Feudalism;

   The rise of the English and French nations and the development of democratic institutions

4. Understand some of the significant historical developments in Africa and the Middle East:

   Early river civilizations and their contributions,

   The formation of new nations in the recent past

5. Understand some of the major developments in Asian history:

   Hinduism, Buddhism, and Confucianism;

   Western imperialism;

   National states in the Twentieth Century

F Understand some of the characteristics of the major systems of government, particularly the political system of the United States

1. Know some of the individuals and groups responsible for making government decisions

2. Know something about the election process and the role of political parties

3. Understand some of the rights of American citizens and the extent to which other countries grant the same rights

4. Understand some of the implications of war in an atomic age and the role of the United Nations

V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

A Believe in the fundamental worth of the individual and can justify their belief

Respect the views and feelings of other people and can tell why this respect is desirable

B Believe in the freedoms of the First Amendment and can justify their belief

Uphold freedom of speech, the press, religion, and assembly and can tell why they do

C Believe in the rule of law and can justify their belief

Support legal protections for persons accused of crime and can tell why they do

D Believe in open opportunity for advancement and can justify their belief (Too difficult for most children at this age level)

E Are willing to act for the general interest

Have a sense of responsibility for the interests of others

F Are willing to participate in decision making relevant to their lives

Participate in making decisions in school, at home, and in play groups

SOCIAL STUDIES CONCEPTS

6 - 8

CONCEPTS AND GENERALIZATIONS
INTERMEDIATE LEVEL 6- 8

I. ANTHROPOLOGY

A Culture

1. Culture is learned through social living.
2. Every culture is logical when viewed in its totality.
3. To a great extent, culture shapes how man behaves, feels, and perceives.

B Evolution

1. Man is a member of the class mammalia and the order primate.
2. Man shares many physical characteristics with the other primates.
3. A theory of evolution suggests that prehuman primates affected by environmental change may have evolved into man with his present characteristics.

C Family

1. The family has taken a variety of forms throughout history.
2. The family is the oldest of man's social groups.

D Invention

1. Agriculture provided surplus which allowed men to specialize and resulted in inventions like writing and weaving.
2. Specialists in tool making occur only in societies producing a food surplus.
3. There is sufficient evidence to support the idea that writing was invented as a means of organizing commerce.

E Language

1. Many language differences are a result of geographical and/or cultural isolation.
2. Many language similarities are a result of trade, migration, and conquest.
3. Related elements of language may be an indication of common ancestry.
4. As a result of the growing complexity of societies, languages become more complex.

II. ECONOMICS

A Factors of Production

1. The factors of production must be combined before a product can be produced.
2. The factors of production are used in different proportions in various productive endeavors.
3. Financial institutions act as intermediaries for financing capital accumulation.
4. Banks produce services needed for individuals and business.

5. If investment increases productivity, a higher scale of living will result.

B Market Economy

1. The market serves as a mechanism which enables people to register individual decisions.
2. Demand and supply are the forces which determine price in a market economy.
3. Under normal circumstances, the lower the price the greater will be the quantity demanded, and the higher the price, the lower will be the quantity demanded.
4. Government must pass laws to conserve natural resources when public good is endangered by individual desires.
5. Individuals pay for public goods and services through taxes.
6. Some goods produced by government are used by everyone.

C Money

1. Money is backed by the government's promise to pay.
2. Money travels in a circular pattern.

D Scarcity

1. All men must answer the basic questions of what, how, and for whom to produce.
2. Individual wants are always changing, but collectively wants are always increasing.
3. Consumption goods are those goods which satisfy our wants directly.
4. Capital goods help us produce consumption goods.
5. Every society develops an organized system for making decisions.
6. The kind of economic system a society develops will depend on the values that the society holds.

E Specialization

1. Individuals specialize in jobs which they can do most efficiently.
2. Geographic, occupational, or technological specialization is a means of closing the gap between wants and resources.
3. People trade with one another in order to more fully satisfy their wants.
4. International trade occurs because the people of a nation need and want the products and services which other nations produce.
5. International trade enables nations to specialize more efficiently.

III. GEOGRAPHY

A Areal Association

1. Association of map features may help delineate cultural areas.

B Diffusion

1. The spread of cultural characteristics takes place more readily along established trade routes.
2. Physical barriers influence diffusion less today than previously.
3. War may advance diffusion.
4. The institutional forces of a society may retard the rate of diffusion.

C Spatial Distribution

1. Usability of an area may be affected by spatial distribution.
2. Masses of people tend to inhabit the most desirable place on the land containing the most favorable combination of soil, water and air.

3. World tension can be caused by spatial distribution.

D Spatial Interaction

1. Spatial interaction may result in changes in culture.
2. Movements of wind, water, and ice influence topographical configuration.
3. Movements and connections within the physical world are frequently influenced by man.
4. The degree of spatial interaction may be determined by political relationships.
5. The need for natural resources fosters spatial interaction.

IV. HISTORY

A Change and Effect

1. Successful changes are influential in bringing about further changes.
2. Change can bring a nation progress or destruction.
3. Democracies allow alterations in government.
4. Progress depends on response to challenge.

B Change

1. Cultures change at varying rates and in varying degrees, but all do change.
2. Democracies allow more people to be involved and influence the type and rate of change.
3. All cultures do not agree on what progress is.
4. People may resist change, but it is inevitable.

C Historical Method

1. The same facts may be interpreted in different ways.
2. All writers are biased, making "facts" difficult to separate from fiction.
3. Knowledge of past solutions to problems can be a valuable aid to solving present problems.

D Values and Beliefs

1. People of different cultures have differing points of view.
2. People, institutions, cultures, and countries must be flexible and possess the ability to adapt, or they fall or are ignored.
3. Reforms begin as a belief of some individual.
4. All cultures do not value freedom equally.

V. POLITICAL SCIENCE

A Change and Stability

1. Not all leaders are popularly elected.
2. Population growth creates problems for political systems.
3. Economic pressures create stress for political systems.

B Citizenship

1. Some individuals in present and past societies have not been accorded rights and liberty.
2. Concepts of rights and liberties have developed through the ages.
3. In the United States, the Bill of Rights specifies individual rights.

C Decision Making

1. Ways to make binding decisions are worked out by a society for its own preservation.
2. Laws may limit and provide freedom at the same time.
3. The laws of a society reflect the gradual decisions of the past.

D Government

1. Laws are made in different ways in different countries.
2. In the United States, the Constitution provides the basic framework of our political system.
3. Governing systems may be based on a written constitution or established ways of doing things.

E Ideologies

1. National competition sometimes leads to colonial wars.
2. Systems of alliances usually precede war.
3. Differing economic systems interact.
4. There is a need to coordinate state and federal activities under the political system of the United States.

F Interdependence

1. Interdependence is never fully achieved and is not a natural condition of life.
2. There is conflict and competition in every society with disagreement about the necessity of depending on other societies.

G Power and Authority (Laws)

1. Majority acceptance of a political system is necessary for its effectiveness.
2. Some political systems force decisions upon people.
3. Conformity to rules may be based on fear.

H Values

1. How and what information should be disseminated raises ethical questions.
2. Political power may corrupt.
3. Change in government ordinarily prevents corruption.

VI. PSYCHOLOGY

A Learning and Maturation

1. Schooling is important to success.
2. The solving of problems involves cooperation, adaptation, resourcefulness, and persistence.
3. We must depend on experts in all areas and be careful in knowing, selecting, and using experts.

B Personality

1. Greater independence from family means greater dependence on society for self-development.
2. Group pressures influence personality development.

C Social Needs

1. The desire for independence affects social behavior patterns.
2. The need for acceptance in the peer group motivates behavioral change.

D Stability

1. Social customs, codes, and institutions tend to give stability to the behavior of individuals.

E Uniqueness

1. Individual differences reveal not only differences but similarities among people.
2. Adolescents may find comfort in having their problems shared by others.

F Values

1. Undermining the character of one person to gain approval from another usually results in distrust.
2. Respect for the rights of others requires an understanding among races, nationalities and religious groups.
3. An appreciation of religion, music, art and science is important in the formulation of culture.

VII. SOCIOLOGY

A Change

1. As the cultural base increases, change becomes more rapid, since each new invention may lead to others through combination or rearrangement.
2. Social movements (e.g. abolition, woman's suffrage, civil rights, religion) usually cause changes in the culture. Changes are often met with resistance by a number of the society.

B Culture

1. Much of our culture is created through man-made objects and institutions.
2. There is a high correlation between the degree of education of the mass population and the complexity of the culture.

C Disorganization

1. Social problems may be produced when the values of one group are in conflict with the values of another group or groups.
2. The greater the number of individuals who vary from the social norm, the greater the degree of disorganization.

D Group

1. Some groups are temporary and may last for only a few hours or in some cases a few minutes (e.g. crowds, mobs, audiences).
2. Organizations are formally organized but have only one basic purpose and, therefore, are often called special interest groups (such as labor union, political party, or professional organization).

E Institutions

1. Institutions represent an ideal pattern of social relationships.
2. Institutions require machinery, both material and non-material, for their operation.

F Interaction

1. Cooperation occurs when two or more persons work together to achieve a goal which will be shared in common.
2. Conflict occurs when two or more persons oppose each other with more emphasis being placed on hurting or destroying the opponent than on achieving the goal.
3. Socialization is the process by which the individual learns the social and cultural requirements of his society. Socialization is very important in shaping the individual's personality.

G Norms

1. Laws are formalized norms enforced by the power of the state.
2. Interaction establishes modes of conduct and creates social life.
3. Sub-cultural groups often establish norms of behavior which may be alien or antagonistic to the larger culture.

H Population

1. The population of the United States is largely a product of immigration.
2. The population of the United States is rapidly becoming urban.
3. The population of the United States is very mobile.
4. Overpopulation occurs when more people live in an area than can be supported adequately by its resources.
5. Overpopulation may affect international relations as crowded nations seek to expand their territory.

I Social Class

1. Some criteria of class status in the United States are occupations (most important), education, amount of income, family background, place of residence, and race or nationality.
2. The "open" class system, one in which the individual may move from one class to another, is an ideal of democracy.
3. Discrimination has prevented some minorities from achieving upward mobility.

CITIZENSHIP OBJECTIVES
INTERMEDIATE LEVEL 6-8

6 - 8

CITIZENSHIP OBJECTIVES

I. SHOW CONCERN FOR THE WELFARE AND DIGNITY OF OTHERS

A Treat all individuals with respect; do not condemn others on the basis of irrelevant personal or social characteristics

1. Accept differences in religion, national origin, race, social status, sex, clothing, physical or mental abilities, or interests.
2. Appreciate individual differences and respond to each individual on the basis of his own merits and actions.
3. Do not ridicule others who are different or who disagree with them, and do not tease and bully smaller children.
4. Do not gossip maliciously about others.

B Consider the consequences for others of their own actions

1. Control their emotions in the face of criticism, teasing, arguments, and failures.
2. Try not to injure or embarrass others, disrupt class, or disturb other students who are studying.
3. Consider how their conduct in having fun with the gang may affect others involved or the reputation of the family.
4. Have friendly relations with the opposite sex, but know how pregnancy occurs and are aware of their own lack of social readiness for the responsibility.
5. Get approval before committing others in their plans.

C Guard safety and health of others

1. Read and follow directions for use of cleansers, poisons, and other potentially dangerous products and properly dispose of containers.
2. Set examples of safety at school, on streets, and recreation fields.
3. Know how cleanliness may prevent the spread of germs.
4. Know first aid practices and how to get emergency help.

D Help other individuals voluntarily

1. Help anyone who is lost or in trouble, giving due consideration to their own safety.
2. Care for a sick neighbor's lawn or garden.
3. Help instruct classmates who have been absent or are new to their school.
4. Console friends with personal problems.
5. Help others in constructive achievements such as learning to play sports or to use tools.
6. Do not expect a tangible reward for every good act.

E Are loyal to country, to friends, and to other groups whose values they share

1. Are willing to give constructive help at any time and, in times of crisis, to devote much of their own time and effort to friends, family, or larger groups.
2. Defend the group or friends against unjust accusations.
3. Express allegiance in the Pledge of Allegiance, respect the flag, and recognize other symbols.

F Understand and oppose unequal opportunity in the areas of education, housing, employment, and recreation

G Seek to improve the welfare of groups of people less fortunate than they

II. SUPPORT RIGHTS AND FREEDOMS OF ALL INDIVIDUALS

A Value others' rights to choose their own friends and activities and do not ridicule others' choices

B Respect the privacy and personal property of others

C Recognize that everyone has the right to say what he believes, choose his own religion, get fair treatment under the law, and have a fair trial if accused of a wrong act

D Know that the law assumes a person to be innocent unless proven guilty and that the U. S. Constitution and the Bill of Rights protect basic rights for all Americans

III. HELP MAINTAIN LAW AND ORDER

A Understand the need for law and order

1. Know that laws and rules can help protect all individuals from unfair treatment, and provide a means for organized effort to solve social problems.
2. Recognize the dangers of violence and gang warfare.

B Encourage ethical and lawful behavior in others

1. Are aware of others' wrong actions, as well as their own, and warn others about breaking rules.
2. Refuse to participate in unethical group activities, such as conspiring to blame another student for their own misdeeds.
3. Call attention to illegal or irresponsible acts (e.g., vandalism) and report accidents and injuries to parents, teachers, or authorities.

C Comply with public law and school rules

1. Do not violate laws and regulations even when sure no reprisal will result.
2. Obey traffic safety laws.
3. Comply with school regulations.
4. Do not litter private or public property.
5. Do not steal or disturb others' possessions and always return borrowed articles.
6. Obey trespass laws and do not participate in vandalism.
7. Do not seek preferential treatment by feigning illness or exerting parental influence.
8. Do not deface or damage school equipment or books.

D Help authorities in specific cases

E Protest unjust rules openly to teachers rather than covertly disobeying or grumbling

F Inform themselves about the law

IV. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF OUR GOVERNMENT

A Recognize the purposes of government

1. Recognize that government provides law and order; protects rights and liberties; provides services for the general welfare; and provides protection from outside forces.
2. Recognize that government makes treaties with other nations.

B Recognize the main functions and relations of governmental bodies

1. Recognize that we have governments at the local, state, and national levels; that governmental powers are limited by the people (through the Constitution); and that most government leaders are elected by the people.
2. Recognize that elected representatives make laws and that the President (Governor, Mayor, etc.) directs the administration of these laws.
3. Know who the current President is.
4. Recognize that courts resolve disputes about the law.
5. Understand that having different branches of government responsible for different functions allows each to limit the power of the other.

C Recognize the importance of political opposition and diverse interest groups

1. Know the value to a democracy of having competing political ideas and groups.
2. Know that there are two major political parties but that smaller parties do exist.
3. Know that party membership is voluntary.

D Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government

1. Understand that all services of democratic government must be paid for, largely through taxes.
2. Believe it is good for citizens to take part in government and be alert to its activities.
3. Understand elections and the secret vote.
4. Recognize the following as proper ways for citizens to influence government policy: to write or talk to public officials; to have private or public discussions of civic matters; to join and work with political parties and interest groups; to petition; and to hold public office.

E Recognize the structure and operation of political parties

F Know structure of school and student government

V. SEEK COMMUNITY IMPROVEMENT THROUGH ACTIVE, DEMOCRATIC PARTICIPATION

A Believe that each person's civic behavior is important, and convey this belief to others

1. Are willing to do their share, however small, in helping the group or community.
2. Disapprove of doing something wrong because "everyone else does it" or neglecting something right because "no one else does it."

B Recognize important civic problems and discuss solutions

C Actively work for community improvement

1. Volunteer to help on school projects or activities.
2. Belong to groups which further community improvement and other civic goals, such as Boy or Girl Scouts, 4-H clubs, or conservation groups, and help in charity fund drives at school as well as with their parents or other adults in the community.
3. Try to interest peer groups and clubs in achieving desirable civic goals.

D Participate, where possible, in local and state governmental processes

E Apply democratic procedures on a practical level when working in a group

1. Try to help classroom activites, clubs, and recreation teams move toward their goals.
2. Encourage the hearing of different viewpoints before voting on an issue.
3. Abide by democratically determined decisions and follow established procedures for trying to change a decision (persuasion, petition, etc.).
4. Mediate or seek compromise when others disagree.
5. Give in when the situation calls for immediate action and their own objections are unimportant.
6. Explore and take turns with various leader and follower roles.

F Display fairness and good sportsmanship toward others

1. See that credit is given where due, and that everyone gets a fair share of participation and reward.
2. Admit when they are wrong, and accept corrections, reprimands, and decisions of officials in good spirit.
3. Choose other students for special roles and tasks on the basis of the student's interest and ability rather than solely on the basis of friendship.
4. Appreciate competition as a spur to excellence.
5. See the humor in human foibles, including their own.

VI. UNDERSTAND PROBLEMS OF INTERNATIONAL RELATIONS

A Are aware that world peace is one of man's most challenging problems and that law and good will can help prevent conflicts between nations, as it does between individuals

B Are aware of the United Nations, and realize that it provides a meeting place for resolving disputes and bringing world opinion to bear on the issues

C Are aware of conflicting interests among nations as obstacles to peace and dangers to our own national security

VII. SUPPORT RATIONALITY IN COMMUNICATION, THOUGHT, AND ACTION ON SOCIAL PROBLEMS

A Try to inform themselves on important social matters and to understand alternative viewpoints

1. Ask questions and, if needed, probe for more complete answers by further questioning of other students, teachers, counselors, parents, and especially persons who have unique knowledge.
2. Listen attentively and open-mindedly to what any other person may say.
3. Recognize that there are many sides to a story or question.

5. Complete homework assignments, follow instructions in class, and make up missed work.
6. Seek help from teachers, parents, or other students when having difficulty understanding school work.
7. Take part in extracurricular activities and creative hobbies and take advantage of other sources of education outside school, such as books, magazines, films, radio and TV, museums, observatories, and travel.

B Plan ahead for major life changes

C Are conscientious, dependable, self-disciplined, and value excellence and initiative

1. Are not careless or tardy in keeping appointments.
2. Keep promises, and can be trusted with moderate responsibilities.
3. Correct their own errors and do not blame others for their mistakes.
4. Persevere until a job is completed.
5. Plan the use of money to allow for past commitments and future needs as well as present desires.
6. Earn money in ways approved by parents.
7. Understand that with more freedom goes more responsibility.

D Contribute to economic self support

IX. HELP AND RESPECT THEIR OWN FAMILIES

A Respect the reasonable authority of their parents, or guardians, and help with home duties and problems

1. Comply with their parents' wishes generally.
2. Inform parents of their plans and ask permission when they know parents expect to be asked.
3. Return home at the time promised and call when delayed.
4. Appeal disagreements openly rather than covertly disobeying.
5. Do not deliberately frustrate or embarrass their parents, and respect the feelings of other members of the family.
6. Keep their own things in order and help with home chores.
7. Are careful with furniture and other family property.
8. Help care for younger brothers and sisters and invalid family members.
9. Seek appropriate outside help in time of emergency.

B Help younger brothers and sisters to develop into good citizens

1. Invite siblings to join them in activities such as playing, working, and trips to interesting local places.
2. Suggest interesting reading matter, answer questions patiently, and explain why particular acts are good or bad, but do not dominate younder children.
3. Praise siblings for fairness, generosity, and control of temper and advise them on other interpersonal matters or conflicts.
4. Describe and interpret their own experiences for the benefit of younger siblings.

C Discuss social matters with their families and respect the views of all family members

1. Seek the opinions and advice of parents and other family members on personal and school matters.

4. Show an expanding awareness of the world outside their own immediate group or environment including major problems such as war, poverty, disease, food and water.

5. Use available sources of information such as books, magazines, newspapers, TV, radio, teachers, parents, and authorities, and are aware that a single source may present only one side of a story.

6. Seek full understanding of the several sides of an issue, and are aware of some of the facts and opposing arguments in current controversies.

B Evaluate communications critically and form their own opinions independently

1. Question the authority or evidence for doubtful assertions, rumors, or advertising claims.

2. Recognize and challenge illogical arguments.

3. Are not easily influenced or swayed by others' evaluative judgments, but do not hesitate to change their opinions in the light of convincing new information.

4. Form their own values and beliefs in relation to those of family and friends.

5. Do not accept or reject views simply because an emotional label has been ascribed.

C Weigh alternatives and consequences carefully, then make decisions and carry them out without undue delay

1. Understand the importance to decision-making of collecting accurate information and withhold a decision if awaiting further information is likely to be worth the delay.

2. Reach daily decisions without undue worry or procrastination.

3. Carry out tasks or organize group projects with efficiency, using all available resources.

4. Can outline a sensible plan for carrying out complex activities.

D See relations among social problems and have good ideas for solutions

1. Can draw on related problems and name many factors that should be considered in deciding on a solution to a school or social problem.

2. Develop sensible ideas for solving such problems and do not accept pat answers for complex social problems.

E Support free communication and communicate honestly with others

1. Willingly and clearly express their own views on school and social matters, and encourage open discussion of all issues.

2. Give honest answers, even if it means disagreeing with the group.

3. Do not distort facts or misrepresent others' viewpoints.

F Understand the role of education in developing good citizens

1. Appreciate educational achievements of their own and of other students.

2. Understand how education and free communication can help people make wise decisions about their government, and that education can help each person make the best use of his ability.

VIII. TAKE RESPONSIBILITY FOR OWN PERSONAL DEVELOPMENT AND OBLIGATIONS

A Further their own self-improvement and education

1. Explore different fields to better learn their own interests and talents.

2. Seek to learn as much as they can rather than to get by with the least effort.

3. Schedule time spent on studies and on different types of recreation and often combine companionship with other activities.

4. Take advantage of school and community libraries.

2. Talk openly with their families and exchange views without excesses of emotion.
3. Discuss teachers, school studies, current school events, and social issues.
4. Seek the opinions and advice of parents on civic matters.
5. Help to make some family decisions.

CURRICULUM NOTES

SOCIAL STUDIES

CHAPTER FIVE

9 - 12

SOCIAL STUDIES OBJECTIVES 9 - 12

SOCIAL STUDIES OBJECTIVES
SECONDARY LEVEL 9-12

I. HAVE A CURIOSITY ABOUT HUMAN AFFAIRS

A Raise questions and seek answers

Raise questions about and inquire into topics pertinent to their social studies courses and to current affairs.

B Are open to new information and ideas

1. Are open-minded about information that may upset basic assumptions or cherished notions.
2. Obtain information and ideas from sources likely to have conflicting viewpoints.

C Try to understand why other people think and act as they do

Attempt to understand the views of others; are willing to put themselves into the positions of others; share the feelings of others.

II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY

A Identify and define problems and issues

1. Identify the central problem in a confused, problematic situation and thereby distinguish it from related but secondary problems.
2. Distinguish among definitional, value, and factual issues in a dispute.

B Formulate generalizations and hypotheses capable of being tested

1. Clarify vague and ambiguous terminology.
2. Formulate hypotheses in an "if-then" pattern.

C Obtain information from a variety of sources

1. Use a library card catalog to find books and magazine articles on a specific subject; use tables of contents and indices to find information in books and reference volumes.
2. Choose the most suitable source of information to solve a particular problem; interpret the meaning of simple statistical measures.

D Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources

Use appropriate criteria to distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources; recognize gradations of degree with respect to relevance and reliability.

E Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that sequence or relationship does not necessarily imply causation

Recognize such logical errors as circular reasoning; identify the unstated assumptions in an argument; recognize generalizations that go beyond the information given; identify sampling errors; understand the nature of causation.

F Use data and evaluative criteria to make decisions

Recognize conflicting values in a decision-making situation; test plans of action in terms of their probable consequences with respect to personal values.

III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION

A Read history, philosophy, and fiction

Sometimes read historical and philosophical books and articles; read novels and watch dramatic performances that may increase their understanding of man in society.

B Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art

See the social implications of historical interpretations, novels, plays, and other forms of art.

C Recognize the role of creative-intuitive methods in scientific inquiry

Recognize that creativity is an important element in a scientist's formulation of questions and hypotheses and in his efforts to synthesize aspects of human knowledge.

D Distinguish personalized explanations of human affairs from scientific-objective explanations

Distinguish personalized explanations of human affairs from scientific-objective explanations.

IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS

A Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists

1. Are aware of the distinctive knowledge domains of the social sciences, for example, that:

   Historians seek to record human events and to interpret them in a way that gives meaning to continuity and change;

   Anthropologists are interested in cultures and in the effects of a culture on the life of an individual;

   Sociologists are concerned with group life, with the ways in which individuals organize themselves into groups, and with the interrelationships among individuals and groups.

2. Recognize the types of questions that are of major significance to several of the social sciences, such as:

   What explains the spatial patterns of phenomena on the face of the earth?

   What and how much should be produced?

   How is the power of leaders structured by the government?

3. Know about certain of the major analytic tools of the social sciences, such as statistical analysis, map analysis, and national income analysis.

B Understand some of the major relationships involving culture, the group, and the self

1. Understand the meaning of culture as "the sum total of man's experience," which includes, for example, language, institutions, and technology; know that there are "cultural universals" such as shelter, food, education of young, family organizations, religion, courtship and marriage, and sex taboos, and that there are many variations of cultural form; know something of the historical and evolutionary development of culture, such as prehistory, the stages of man, and the folk-urban continuum.

2. Understand the relationship between culture and individual behavior, for example, that:

   Human behavior is conditioned by culture;

   Individual perception, motivation, and other cognitive processes are shaped by the culture in which they take place.

3. Have knowledge of the cultural values of people living in societies different from their own.

4. Know something about the group existence of the individual and the way in which individuals organize themselves into groups; recognize the differences between simple and complex societies and the implications of these forms of social organization for the individual; recognize the differences between primary and secondary groups and the implications of these for the individual; recognize and can give examples of interaction between individuals and groups; recognize and can give examples of the major social institutions in society, such as the family and religious, educational, and economic institutions; recognize the functional relationship of institutions to the society of which they are a part.

5. Understand socialization as the process by which human infants become mature, functioning members of their society; know something about the dynamic nature of the socialization process; know that the socialization process involves the interaction of the individual's physiological predisposition (basic drives and needs) with the social milieu represented by his primary group affiliations (family, peer group) in the context of the culture in which he lives.

6. Know something of the processes by which culture and society undergo change; understand that change takes place slowly and that change in one segment of society or culture necessarily means change in others; can recognize and describe some of the processes by which social and cultural change is brought about, such as competition and conflict, accommodation, acculturation, and diffusion.

7. Understand how men in groups seek to differentiate themselves; know and can give examples of the difference between ascribed and achieved bases for stratification, understand the stratification system of the contemporary United States and some of the correlates of social class; know something of stratification systems in other societies.

8. Know that the basic demographic factors are fertility, mortality, and migration; recognize the relation of demographic factors to population trends; can describe the relationship between population trends and social organization.

C Understand some of the major characteristics of economic systems, especially the American economic system

1. Understand economic activity as the production and distribution of goods and services for the satisfaction of material wants.

2. Understand that under capitalism the production of goods and services is determined by the decisions of the producer and the consumer operating through a system of prices and markets.

3. Are aware that the consumer's choice is influenced by the utility of particular goods and services, their price, and his disposable income.

4. Understand that producers seek to maximize profits, that profits are related to costs of production, and that producers attempt to use the factors of production (land, labor, capital, entrepreneurial ability) in the most efficient combinations.

5. Know some of the characteristics of market structures (monopoly, monopolistic competition, pure competition, oligopoly) and their relation to price and output.

6. Understand the role of financial institutions in affecting the expansion and contraction of the national economy.

7. Understand the role of government in influencing and regulating the economic process, with the government as a major buyer of goods and services; can identify ways by which the government seeks to establish certain national economic goals.

8. Understand how the well-being of the national economy is measured.

9. Are aware of the international aspects of the American economy, the interdependence of the world's economies, efforts to foster the growth of economically underdeveloped areas, and such problems as the balance of payments.

10. Understand some of the major similarities and differences between American and other economic systems.

D Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment

1. Have knowledge of the spatial distribution of significant elements of the physical environment (such as water, climate, soil, vegetation, and other natural resources) and elements of the cultural environment (for example, people, political and economic systems, language, and religion); understand the major factors responsible for a particular pattern of organization in space.

2. Understand how two or more elements are related areally; are aware that areal association does not necessarily mean that the elements are causally related; understand the relationship between elements of the physical environment and physical features, such as precipitation and soil erosion; understand interrelationships between cultural phenomena and the physical environment, such as the influence of the physical environment on people's way of living (early man lived near sources of water), man's role in modifying his environment (modern man can pipe water from distant streams and can pollute rivers), and man's use of the land as it changes with changing technology; understand the relation of elements of the agricultural environment to each other (for example, in the United States, hogs and corn are produced in the same area).

3. Are aware of how distance affects the spatial organization of cultural elements and the interaction between them, such as how clustering and hierarchical organization are reflected in city-hinterland relationships.

4. Know some of the general characteristics of regions and subregions of the world; identify regional patterns; draw regional lines; discern regional relationships; are aware of different scales of regional generalization; can account for certain regional differences.

E Understand some of the major historical developments

1. Understand some of the major developments in U. S. history:

   European exploration and colonization of the New World, with emphasis on the motivations for empire, the variety of imperial structures, and how European institutions were modified by the New World environment;

   The achievement of American independence, with emphasis on reasons for conflict with the mother country and the ideology of the Declaration of Independence;

   The establishment of a government for the new nation, with emphasis on demands for the creation of a strong central government, the basic principles of the Constitution, the spirit of compromise, the Bill of Rights, nationalist tendencies, the development of political parties, and the effort to achieve a national identity in international affairs;

   The pre-Civil War physical and economic growth of the United States, giving rise to sectional interests reflecting economic, political, and philosophic differences;

   The Civil War and Reconstruction, with emphasis on the war as an outcome of moral, economic, and constitutional issues that were only partially resolved by the victory of the North and its subsequent dominance of the South;

   The industrialization of the United States, with emphasis on technology and productivity, the emergence of big business and attempts to regulate it, the plight of agriculture, the rise of labor unions, the Great Depression, and active government involvement in the economy;

   The urbanization of the United States, with emphasis on the influx from European and rural areas, the changing population of cities, and the problems of metropolitan areas;

   The expanding role of government in education, science, health, welfare, and civil rights;

   The development of the United States as a world power, with emphasis on the interest in expanded world trade, the acquistion of overseas possessions, involvement in the First and Second World Wars, and acceptance of international responsibilities in the atomic age.

2. Understand some of the major developments in Latin American history:

   The development of three Indian cultures, with emphasis on the distinctive features of each;

   The Spanish-Portuguese conquests, with emphasis on the adaptations made in Mexico, Central America, and South America;

   The achievement of political independence, with emphasis on continued economic and cultural dependence on Europe and the United States;

The increased twentieth-century pressures for social and economic change, with emphasis on the varied political response of different Latin American countries.

3. Understand some of the major developments in European history:

The city-state in Greece and Rome and its evolution into empire, with emphasis on Athenian democracy and creative expression, imperialism in the Mediterranean, Alexander's empire, and the evolution of law and government in the Roman republic and empire;

Feudalism as a political-social system, with emphasis on its basis in mutual obligations, decentralized government, class distinctions, the manor, and the growth of towns and trade;

The spread of Christianity, with emphasis on the role of the Roman Empire, the Papacy, monasticism, the Crusades, universities, art and architecture, the independent development of the church in the East, the Protestant revolt, and the development of national churches;

The Renaissance, with emphasis on individualism and secularization, humanism in literature and the arts, and attempts to understand the universe;

The rise of national monarchies, with emphasis on parliamentary and cabinet government, absolutism, the commercial revolution, colonization, and empire;

The Enlightenment, the ancient regime, and the French Revolution, with emphasis on the role of Napoleon, nationalism and liberalism, and the attempt to reassert a balance of power;

The Industrial Revolution, with emphasis on the factory system, increased urbanization, industrial capitalism, trade unions, socialism, and the increasing democratization of Great Britain and France;

The development of science and technology, with emphasis on the implications of the ideas of such men as Copernicus, Newton, Darwin, and Freud;

Nationalism and imperialism, with emphasis on the unification of Germany and Italy, competition for empire, alliances, and the First World War;

The Communist Revolution in Russia, with emphasis on the conditions from which it arose, its leaders and ideology, and Soviet economic and political development;

Fascism and the Second World War, with emphasis on economic depression, the failure of the League of Nations, the corporate state in Italy, Naziism in Germany, genocide, aggression, Allied victory, and the Cold War;

The resurgence of Europe, with emphasis on economic development, the Common Market, and the loss of overseas empires.

4. Understand some of the developments in Middle Eastern history:

The development of river civilizations, with emphasis on Egypt, Mesopotamia, the establishment of government, agriculture and trade, the development of religious thought, and artistic expression;

The development of monotheism, with emphasis on Hebrew, Christian, and Islamic ideas and values;

The Arab empire, with emphasis on its extent and on Islamic culture;

Foreign dominance, with emphasis on Ottoman conquest, Western European imperialism, the strategic importance of the area, and the exploitation of petroleum resources;

The creation of independent nations, with emphasis on efforts to establish stable governments and viable economies, the formation of the Arab league and Israel.

5. Understand some of the developments in the history of Africa south of the Sahara:

The major tribal groups and the existence of early African kingdoms;

The exploration, partition, and colonization of Africa, with emphasis on the rivalries among European nations;

The formation of new nations, with emphasis on Nigeria and the Congo and their problems of economic development, tribalism, and education.

6. Understand some of the developments in the history of India and Southeast Asia:

Development of river civilizations, with emphasis on the growth of the caste system, Hinduism and Buddhism, and the expansion of Indian civilization into Southeast Asia via trade and missionary activity;

Foreign conquest of India, with emphasis on the legacies of Islamic rule and British rule;

Independence movements, with emphasis on Gandhi, the religious basis for the formation of India and Pakistan, Indonesia, and the struggle for Vietnam.

7. Understand some of the major developments in Far Eastern history:

   The development of the Chinese imperial system, with emphasis on the bureaucracy of an open civil service supported by Confucian philosophy and on the expansion and contraction of the limits of the empire, which depended upon the strength of the ruling dynasty and the strength of the border peoples;

   The shaping of traditional Japanese culture, with emphasis on the myths of creation, Shinto, and emperor worship, and on the importation of Chinese ideas and the growth of military influence;

   The response of China and Japan to the West, with emphasis on the early rejection of the West, the danger of Chinese dismemberment, the Kuomintang Revolution, the modernization of Japan, and Japanese efforts to dominate the Far East;

   The establishment of Communist control in China, with emphasis on the role of the Chinese Communist Party, changes in the economy, conflict between the imperial heritage and Communist ideology, and the pursuit of "revolutionary" communism;

   The American commitment in the Far East, with emphasis on support for South Korea, Taiwan, and Japan, the economic explosion in Japan, and Japan's continued westernization.

F Understand some of the characteristics of the major systems of government, particularly the political system of the United States

1. Understand some aspects of the decision-making process in the United States and other major nations; understand how this process is affected by the division of power between the national government and the states and among the three branches of government; appreciate some of the influences on decision making in Congress and in state and local legislative bodies; understand some of the factors considered in decision making at the presidential level and by executive officers of state and local governments; can cite some of the factors involved in judicial decision making and the special factors involved in Supreme Court decisions; can compare the variables affecting decision making in the United States with those at work in a parliamentary system and in the Soviet system.

2. Understand the constitutional basis for political power in the United States and the means by which the Constitution can be changed, and can contrast this with the British system and with a system which lacks a constitution.

3. Understand the meanings of basic democratic values, including the meaning of individual freedom and how it differs from license or anarchy on the one hand and authoritarianism and totalitarianism on the other; understand the essential nature of political equality, human dignity, and sanctity of person, the basic function of private property, equality of opportunity and the distinction between the public and private sectors, consensus and compromise in an open, pluralistic society, and the rule of law.

4. Know how leaders are chosen for national, state, and local offices in the United States and how these processes are different from those followed in other countries; understand the role of political parties.

5. Know the substantive and procedural rights of American citizens and how these are different for citizens in other countries.

6. Understand something of the political socialization process in the United States.

7. Understand some of the major factors involved in certain persistent political issues.

8. Understand some of the major factors involved in contemporary international affairs.

V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY

A Believe in the fundamental worth of the individual and can justify their belief

1. Respect the views and feelings of other people and can tell why this respect is desirable.

2. Treat people as ends rather than as means.

3. Weigh the effects of personal behavior in terms of their impact on other individuals.

4. Avoid stereotypes of groups of people.

B Believe in the freedoms of the First Amendment and can justify their belief

1. Uphold freedom of speech, the press, religion, and assembly and can tell why they do.

2. Support freedom of inquiry.

C Believe in the rule of law and can justify their belief

1. Support legal protections for persons accused of crime and can tell why they do.

2. Support orderly procedures of change, majority decisions, and the rights of minorities.

D Believe in open opportunity for advancement and can justify their belief

Believe in education and open access to jobs so that an individual may move ahead on his merits.

E Are willing to act for the general interest

1. Have a sense of responsibility for the interests of others.

2. Consider the general good and not simply personal gain in making decisions.

F Are willing to participate in decision making relevant to their lives

1. Believe that, as much as possible, people should become involved in making decisions that affect them.

2. Vote in school elections.

3. Participate in making decisions in the groups to which they belong.

SOCIAL STUDIES CONCEPTS

9 - 12

CONCEPTS AND GENERALIZATIONS
SECONDARY LEVEL 9- 12

I. ANTHROPOLOGY

A Culture

1. Cultures differ in the manner in which they provide for the basic needs of group living.
2. All cultural systems consist of a series of ideas and patterns of behavior.
3. Through study of the interrelationships between individuals and groups, the cultural beliefs and customs of people can be understood.
4. The study of the beliefs and behaviors of any culture is helpful in understanding our own culture, for there is evidence that people throughout the world shape their beliefs and behaviors in response to the same fundamental problems.

B Evolution

1. The study of genetics provides insight into the adaptations man has made to various environments.
2. From a physiological standpoint there are no pure races and the physiological differences which form the basis for classification by race are relatively insignificant.
3. The differences among men are individual differences found in all races and cultures.

C Family

1. The functions of the family vary according to the society in which it exists.
2. The family plays an important role in the development of all individuals.

D Invention

1. The complexity of tools is directly related to the complexity of the culture.
2. Man's development of tools has reached a point where he is able to shape parts of his environment.
3. Technological invention is responsible for man's increase in comforts.
4. Through his tools, man is having a profound effect on the evolution of life on earth.

E Language

1. All modern languages have equal ability in expressing basic ideas.
2. It is evident that language, including written language, becomes a necessity in the evolution of culture.
3. Each language is a self-contained system for categorizing and talking about experience.
4. Languages with a common origin are discovered through a systematic comparison of their vocabularies for sound and meaning similarities.

II. ECONOMICS

A Factors of Production

1. The entrepreneur combines land, labor, and capital to direct production.
2. Without planned conservation, resources can be depleted or lost.
3. Wages are payment for labor expended.
4. Corporations facilitate capital formation.
5. The free flow of capital is one essential factor in promoting economic development.

B Market Economy

1. Pure competition requires the entry of a large number of consumers and producers into the market, free flowing capital, and information provided to buyers and sellers.
2. The U.S. economy is not one of pure competition.
3. The quantity of [illegible] profit produced is relative to the cost of producing the product and the price at which that product can be sold.
4. Demand depends on a number of factors which all act together.
5. Factors of demand include consumer tastes, money consumers are willing to spend, the price of alternative products, and the availability of competing products.
6. Price is determined by the interaction of buyers and sellers in the market. A change in price may reflect a change in demand or supply or both.
7. The interaction of demand and supply and the resulting price determine which goods will be produced and which goods will not be produced.
8. In order to insure reasonable competition, government has enacted laws to regulate monopoly.
9. Government influences the allocation of resources through its taxing and spending policies.

C Money

1. The value of the dollar is measured by the amount of services or products it buys.
2. Inflation and deflation affect the economic well being of a nation.
3. The Federal Reserve System is charged with the responsibility of regulating the amount and rate of the money in circulation.
4. The type of economic system a society develops usually takes one of the following forms dependent on that society's values:
   1. Traditional economy
   2. Command economy
   3. Market economy
   4. Mixed economy

D Specialization

1. Specialization may be the source of problems dealing with ownership, management, and labor.
2. Nations tend to specialize in producing goods and services that require larger quantities of their most abundant resources.
3. International trade gives each nation larger markets, which in turn allows nations to increase their production.

III. GEOGRAPHY

A Areal Association

1. Economic and cultural systems may be associated with densities of population, resources, and technology.
2. Patterns of political control often are allied with geographic patterns and densities.

3. Technology is based upon the availability of natural resources.

B Diffusion

1. The process of diffusion is dependent on the process of spatial interaction.
2. A society tends to accept those elements from other cultures which most readily blend with their own.

C Spatial Distribution

1. Patterns of human geography are often unstable.
2. Patterns of social phenomena may not conform to patterns of physical phenomena; i.e., patterns of culture have expanded beyond physical barriers.
3. A change in technology may revolutionize existing cultural or physical patterns.

D Spatial Interaction

1. The effects of spatial interaction may alter the institutional framework of a society.
2. Man's control over his environment is increasing.

IV. HISTORY

A Change and Effect

1. Advances in technology initiate transformations.
2. Progress causes problems.
3. Progress involves struggles.
4. Causes of upheavals are complex.
5. New problems demand critical analysis by informed citizens and may demand action.
6. Decisions within the United States affect the remainder of the world.
7. Customs and traditions may retard change.

B Change

1. Technological progress has advanced faster than social progress.
2. Changes in environment may be initiated by individuals or groups.
3. Patterns of economic, social, and political life are continuously altered.
4. Urbanization, industrialization, and migration initiate changes that create new problems.

C Historical Method

1. All decisions are speculative. Past records of decisions may reveal alternatives.
2. Complete objectivity in evaluating history is impossible.

D Values and Beliefs

1. Equal treatment and justice for all is a goal of democracy.
2. Values and beliefs of an individual are influenced by the experiences and the cultural background of the individual.
3. Freedoms are constantly threatened.

V. POLITICAL SCIENCE

A Change and Stability

1. Revolution may indicate fundamental change in a political system, while reform may indicate superficial change.
2. Evolutionary change may progress through basic reforms.

3. The U.S. political system has changed through constitutional amendment, new laws and unwritten customs.

B Citizenship

1. There can be no liberty without individual responsibility.
2. Citizen obligation to state and federal government may lead to conflict.
3. Law and judicial systems are designed to resolve conflicts between the individual and the state.

C Decision Making

1. Binding group decisions are usually justified as being best for the majority.
2. Sometimes a minority may move a society to action.
3. There is usually disagreement over who has the right to make binding decisions and the nature of those decisions.
4. Laws reflect political decisions and are enforced by public authority.

D Government

1. Political systems adopt many different forms (e.g. dictatorships, republics).
2. Political systems differ in the amount and kind of regulation imposed.
3. All political systems reflect many institutional factors.
4. The U.S. government is a representative democracy.

E Ideologies

1. The United Nations attempts to coordinate national political systems.
2. Much trade and cooperation exists without central direction.
3. There is a division of opinion about the desirability of a world government and the participation of the United States in it.

F Interdependence

1. A high degree of self-sufficiency has characterized some societies past and present.
2. Newly developing countries usually need outside assistance.
3. Wealthy societies often depend on poor societies to maintain a high standard of living.
4. Not all people achieve equal benefit from a condition of interdependence.

G Power and Authority (Laws)

1. Political systems may gain power as a result of stress conditions.
2. Power arises out of the relationships of men.
3. The assumption in a democracy is that the power of the state resides ultimately in the people.

H Values

1. The spoils system and the merit system are concepts of politics.
2. Choices in politics are not always easy to make.
3. There may not be a line between right and wrong.
4. Ethical conduct cannot easily be legislated.

VI. PSYCHOLOGY

A Learning and Maturation

1. Learners must identify problems and decide what solutions are appropriate.
2. Objectivity is essential in analyzing problems.
3. As a culture becomes inefficient or self-defeating in meeting the needs of society, individuals learn ways of changing the culture.
4. Any person concerned with a social problem should consider the courses of action, collect and interpret data, and take action consistent with the decisions reached.

B Personality

1. Man's behavior is affected by his self-concept.
2. Man learns how to get along with other people.
3. Identification with groups affects growth of personality.

C Social Needs

1. Sympathetic understanding by adults affects the social behavior of the individual.

D Stability

1. The individual's ability to operate within an ordered environment results in mental stability.
2. Health and safety practices are related to the individual's self-concept.
3. Patterns of behavior are largely products of the past.

E Uniqueness

1. Individual differences are multi-dimensional.
2. Heredity determines some individual differences.
3. Environment determines individual differences.
4. Emotional responses contribute to cultural and artistic developments.
5. Cultures have been enriched by the contributions of talented people.

F Values

1. The basic substance of a society is rooted in its values.
2. The moral and spiritual values of individual countries affect the world.
3. Religious philosophies of the world contain many of the same values.

VII. SOCIOLOGY

A Change

1. Wars tend to increase the speed with which cultures change because interaction and inventions increase.
2. The material aspects of culture usually change more rapidly than other aspects (cultural lag).
3. Social changes often bring about some disorganization in the society when different aspects of the society change at different rates. (There are many other causes of social disorganization.)

B Culture

1. The acceptance of a custom or belief merely because it is a part of the culture, without knowledge of the facts or principles in which it is based or the reasoning by which it can be justified, is a cultural bias.

2. Because of ethnocentrism, it is often difficult for a person to see another culture in a valid perspective and with objectivity.

3. It is possible for the individual more clearly to see and appreciate cultures other than his own if he applies the principle of "culture relativity" (the realization that any one of several cultural practices may satisfy the needs of a given society).

C Disorganization

1. A social problem exists when the following criteria are met:
   There is a difference between what should exist and what does exist as perceived by members of society.
   A sufficient number of people are aware of and affected by the situation which exists.
   The situation is capable of change.
   The situation can only be changed by collective action by members of the society.

2. Social problems can only be solved by changing basic social institutions.

D Group

1. The in-group is a group toward which we have a sense of solidarity, loyalty, friendliness, and cooperation.

2. The out-group is a group toward which we feel a sense of indifference, avoidance, prejudice, disgust, or conflict.

3. Organizations usually expand to such a degree that they are made up of many small groups which interact with other groups of the same organization.

E Institutions

1. The function of reproduction of the population is carried out through the family.

2. The function of maintaining a sense of purpose is provided for by the institution of religion.

3. The functions of institutions are both manifest (that which is intended or recognized) and latent (that which is unintended and unrecognized).

F Interaction

1. Accommodation is a process by which conflicting parties or groups agree to stop the conflict. This does not mean that they are going to cooperate with each other--simply that they are going to tolerate each other.

2. Assimilation is the blending of two previously distinct groups into one unified group.

3. Stratification is the process by which people are ranked and placed in the social classes.

G Norms

1. Values are feelings, for the most part unconscious, which the individual has in regard to what is right, good, or important. The individual's behavior is greatly influenced by his values.

2. Folkways are norms which are not considered to be extremely important. One who violates the folkways is considered crude or uncultured--not immoral. Punishment, if any, is not severe.

3. Mores are norms which are considered to be extremely important. Violation of mores brands one as immoral and may lead to serious punishment.

H Population

1. The age composition of a population greatly affects the culture.

2. The rate of increase of a population is determined by both the birth rate and the death rate. Many factors may influence both rates; i.e., wars, famine, medical technology, and age at marriage.

3. Life expectancy can be affected by social class status, race, sex, place of residence, marital status, amount of income, and occupation.

I Social Class

1. A person's class status affects his "life chances" for success (life chances include education, health, income, occupation, and life expectancy).

2. A person's class status affects his style of life, i.e., the way a person lives, the clothes he wears, the automobile he drives, and the luxuries he obtains.

3. Some characteristics of the American social structure which cause a relatively high rate of upward social mobility are immigration, mechanization, and differential fertility.

9 - 12

CITIZENSHIP OBJECTIVES

CITIZENSHIP OBJECTIVES
SECONDARY LEVEL 9-12

I. SHOW CONCERN FOR THE WELFARE AND DIGNITY OF OTHERS

A Treat all individuals with respect; do not condemn others on the basis of irrelevant personal or social characteristics

1. Accept and associate with those who differ from them in religion, national origin, race, political opinions, socioeconomic background, sex, clothing, physical or mental abilities, values, or interests.
2. Appreciate individual differences, do not expect everyone to conform to their own ideals, and do not intimidate or ridicule those who disagree.
3. Do not habitually derogate others as a way of trying to impress people with their own status.
4. Respond to each individual on the basis of his own merits and actions.

B Consider the consequences for others of their own actions

1. Control their emotions and aggression, and act rationally in the face of criticism, teasing, arguments, and failures.
2. Try not to injure or embarrass others.
3. Consider how their conduct in dating, drinking, and having fun with the gang may affect others involved or the reputation of family or school.
4. Take care that their own activities do not disturb others' learning at school.
5. Get approval before committing others in their own plans.
6. Have friendly but responsible relations with the opposite sex and are aware of the great responsibility of pregnancy and child care.

C Guard safety and health of others

1. Privately and publicly support safe driving practices.
2. Set examples of safety in labs, at school, on streets and recreation fields, and instruct others in safety practices.
3. Know how cleanliness may prevent the spread of germs.
4. Know first aid practices and how to get emergency medical help.

D Help other individuals voluntarily

1. Help persons who are lost or in trouble, with due consideration for their own safety.
2. Instruct classmates who have been absent from school and help new students adjust to school.
3. Defend younger children against bullies.
4. Help or console friends with personal problems.
5. Aid others in constructive achievements.

E Are loyal to country, to friends, and to other groups whose values they share

1. Are willing to give constructive help at any time and, in times of crisis, to devote much of their own time and effort to friends, the group, or the nation.
2. Defend the group or friends against unfair accusations or rumors.
3. Accept military service as an obligation of young men to help defend the nation's security.
4. Express allegiance in the Pledge of Allegiance, respect the flag, and recognize other symbols.

F Understand and oppose unequal opportunity

1. Recognize the connections between lack of education, unemployment, poverty, and slums and understand that these conditions contribute to apathy, alienation, lack of initiative, and crime.
2. Know and disapprove of discrimination in education, housing, employment, and public facilities.
3. Are aware of the extent of unequal opportunity in their own communities, and support legislation or action to correct it.

G Seek to improve the welfare of groups of people less fortunate than they

1. Know of the existence, both near home and over most of the world, of poverty, illiteracy, and disease.
2. Support agencies, programs, private charities, and foreign policies designed to combat these ills.
3. Support programs to alleviate problems of school dropouts, juvenile delinquency, alcoholism, drug addiction, and physical and mental illness.

II. SUPPORT RIGHTS AND FREEDOMS OF ALL INDIVIDUALS

A Understand the value of constitutional rights and freedoms

1. Value others' rights to choose their own work, friends, and activities, to own private property, and to choose their religion freely.
2. Respect freedom of speech and the press and at meetings encourage members to speak their opinions.
3. Believe people should be able to criticize the government publicly, short of slander and libel.
4. Respect the privacy and personal property of others.
5. Believe that people should be able to assemble peaceably, to travel, and to change residence freely.
6. Understand the value of the Bill of Rights in preventing injustice and tyranny over the individual.
7. Understand that rights are not absolutes and are often in conflict with one another or with the general welfare.

B Recognize instances of the exercise or denial of constitutional rights and liberties, including due process of law

C Defend rights and liberties of all people uniformly

1. Raise objections, petition, or write letters to editors and Congressmen if a community denies equal protection to anyone within its jurisdiction.
2. Defend the right of a person with unpopular views to express his opinion.

III. HELP MAINTAIN LAW AND ORDER

A Understand the need for law and order

1. Know that law and order serve to maximize individual liberties and safety, restrict and define punishment, limit the political power of individuals and groups with economic or military strength, insure deliberation rather than hasty social or governmental change, provide a means of redress for the individual, and enable organized effort to solve social problems.

B Encourage ethical and lawful behavior in others

1. Inform others about laws and regulations and praise or reward others for taking an ethical stand.
2. Do not condone lawbreaking by others, and avoid tacit approval of friends' unethical or illegal behavior, calling attention to consequences and suggesting alternative actions.
3. Refuse to participate in unethical group activities.

C Comply with public law and school rules

1. Do not violate laws and regulations even when sure no reprisal will result.
2. Obey laws on income taxes, employment, drinking, obtaining licenses, driving, etc.
3. Comply with school regulations.
4. Do not deface or damage school equipment, books, or desks.
5. Do not litter private or public property.
6. Do not steal, misplace, or deface other property.
7. Obey trespass laws and do not participate in vandalism.
8. Return borrowed articles and do not shoplift or buy stolen items.
9. Do not attempt to obtain preferential treatment by feigning illness, bribing officials, using personal friendships, or exerting parental influence.
10. Comply with the spirit as well as the letter of the law.

D Help authorities in specific cases

1. Report facts truthfully to authorities when at scene of an accident or crime, after observing illegal behavior, or when others are in danger.
2. Serve as a witness in court, freely give information to police investigators, and assist police or public authorities in other ways when requested.
3. Urge others to help authorities.

E Call attention to unjust laws or authority, and oppose them by lawful means

1. Use proper channels of appeal for proposing changes.
2. Do not attempt unlawful means of change.
3. Do not take action which unreasonably endangers the welfare or property of others, and are willing to take the legal consequences of civil disobedience.
4. Publicly oppose specific irresponsible acts of school and public officials by calling them to attention, discussing them with parents, or reporting to authorities.

F Inform themselves about the law

1. Learn about laws and court decisions which may affect them or their community.
2. Understand their own legal standing in regard to marriage, curfew, employment, financial responsibilities, obtaining licenses, automobile insurance, traffic accidents, drinking, and smoking.

IV. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF OUR GOVERNMENT

A Recognize the purpose of government

1. Understand that government is a formal structure enabling the people to reach agreement on goals and plans for the common good, and through which they can make and administer laws.

2. Recognize that government thereby provides order, peace, and security; protects rights and liberties; provides protection from outside forces; makes bargains and treaties with other nations.

B Recognize the main functions and relations of governmental bodies

1. Recognize the relationships or different levels of government.

    a. Recognize that among the state and local governments' chief concerns are public education, health and safety, crime, public utilities, transportation, conservation, pollution, and land development.

    b. Know that federal government shares some of these functions and deals with foreign affairs, national security and defense, interstate affairs and problems, research and development in science and human affairs, and protection of individual rights and liberties.

    c. Recognize that the different branches of government (executive, judicial, legislative) are found on all levels and are quite similar at state and national levels.

    d. Know that the powers of each level of government are limited and that where levels of government are in conflict, the law of the larger body prevails.

    e. Are aware that government powers and functions continue to change, partly as a result of changes in leadership.

2. Recognize the main structure and powers of the United States national government.

    a. Know how powers are divided between legislative, executive, and judicial branches and that the legislative branch is made up of two "houses."

    b. Know that the President directs military and foreign affairs and the administration of all laws and that "checks and balances" between the branches help prevent abuse or overconcentration of power.

    c. Know who the current President and Vice President are, as well as the Senators and Congressman from North Dakota.

3. Are aware of the political and social structure of their local community.

    a. Know the functions of officers and divisions of local government, who the legislative representatives from their own voting district are, and who their main local and state leaders are.

    b. Recognize the many kinds of official and unofficial groups which exert influence on their local government.

    c. Recognize that nongovernmental leaders often exert a strong influence on local government.

C Recognize the importance of political opposition and diverse interest groups

1. Know that the values to a democracy of dissent and conflict among political or interest groups is to counteract concentrations of power and to enable a wider range of ideas and alternatives to influence the deliberations of public policymakers.

2. Be aware that great concentration of military or economic power can lead to political domination or dictatorship.

3. Are aware of organized interest groups which lobby in the state and national capitals, and the contrasts between opposing interests.

D Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government

1. Understand that all services of democratic government must be paid for, largely through taxes.

2. Support participation in government, and disapprove of apathy and alienation from government.

3. Understand elections and the secret vote, and are aware of the processes of initiative, referendum, and recall.

4. Recognize additional proper ways for citizens to influence government policy.

E Recognize the structure and operation of political parties

1. Know that candidates of the two major parties fill nearly all state and national elective offices, but smaller parties do exist.

2. Know that party membership is voluntary, and that candidates and platforms are selected through local caucus, primary elections and state and national conventions.

3. Recognize the main concepts currently distinguishing Republican and Democratic parties.

F Know structure of school and student government

1. Know what offices and powers their student government has, and its relationship to the schools' adult and legal authority structure.

2. Know how students may influence and participate in their government and who the current leaders are.

V. SEEK COMMUNITY IMPROVEMENT THROUGH ACTIVE, DEMOCRATIC PARTICIPATION

A Believe that each person's civic behavior is important, and convey this belief to others

1. Express the belief that each person's civic behavior is important and encourage others to participate in school and civic affairs.

2. Disapprove of doing something wrong because "everyone else does it" or neglecting something right because "no one else does it!"

3. Do their share, however small, in helping the group or community, and realize the combined worth of many small contributions.

4. Recognize that what they say to others, as well as what they do, has some civic effect.

5. Do not consider politics to be unethical and demeaning.

B Recognize important civic problems and present possible solutions

1. Know the importance of community and area planning and development, and believe potential problems should be of concern now.

2. Are aware of the particular problems faced by their local community.

3. Understand the need for more research and social action on problems created by accelerating growth of technology and population.

4. Have hope that man is capable of alleviating his most serious problems and want to aid in solving them.

C Actively work for community development

1. Try to get elected to responsible posts in student government, or aid in other students' campaigns.

2. Vote in school elections, attend and speak out at class and student council meetings, and use petitions or school paper articles to help bring changes in school rules.

3. Volunteer to help on other school projects or activities.

4. Try to interest peer groups and clubs in achieving desirable civic goals, and help each group move toward these goals.

5. Encourage adults to vote, and help as volunteers in campaigns for political parties, measures, or candidates.

6. Attend meetings, read papers, and talk with others about conditions within their community.

7. Seek out and participate responsibly for civic organizations.

8. Try to initiate group action or form a new group when there is a need for group action.

D Participate where possible in local, state, and national governmental processes

E Apply democratic procedures on a practical level when working in a group

1. Help the group move toward its goals, support the right of dissenting views to be voiced, and encourage adequate discussion before voting.
2. Abide by democratically determined decisions but know the procedures of persuasion, argument, petition, etc. for trying to change a decision.
3. Mediate and seek compromise and common ground when others disagree.
4. Are willing to give in when the situation calls for immediate action or when their objection is relatively unimportant.
5. Understand the responsibilities involved in accepting leadership.
6. Understand that a leader's greater responsibility makes it necessary for him to exercise authority but that subordinates also have responsibilities to the group.

F Display fairness and good sportsmanship toward others

1. See that credit is given where due, and that all group members get fair shares of participation and reward.
2. Admit when they are wrong and accept corrections, reprimands, and decisions of officials in good spirit.
3. Assume integrity and good intentions of other citizens and public officials until there is clear contrary evidence.
4. Choose others for special jobs or roles on the basis of relevant factors rather than such factors as personal friendship or stereotypes.
5. Appreciate competition as a spur to excellence.
6. See the humor in human foibles, including their own.

VI. UNDERSTAND PROBLEMS OF INTERNATIONAL RELATIONS

A Are aware of the problems of international conflict and dangers to national security

1. Are aware that the rule of law is gradually gaining influence but physical power of sovereign nations still carries more weight.
2. Know that the UN or any other agency of international law depends largely on cooperation of the most powerful nations for its success in resolving international conflicts.
3. Recognize that the U. S. has obligations to the UN and to other nations through treaties and that every national government believes in the moral rightness of its own international policy.
4. Know that some values and morals are shared by nations but some are different.
5. Are aware that Communist China and the USSR have sought in the recent past the subversion and violent overthrow of non-Communist governments in the world, but that ideologies and policies change in time causing formerly peaceful nations to become aggressive or vice versa.
6. Realize that the underdeveloped nations are engaged in a massive struggle for national strength, higher living standards, and freedom from colonialism.
7. Are aware of dangers to national security, such as escalation of small wars into large ones, new nations acquiring nuclear weapons, belligerent or overemotional leadership, nuclear war by accident, military unpreparedness, economic decline of the U. S., racial conflict, and overreaction to threat of attack or subversion.

B Seek world peace and freedom for all peoples

1. Are aware of the limits and dangers of war as an instrument of foreign policy and publicly encourage the exploration of alternative policies.

2. Favor exploration of means to achieve safe and effective disarmament and reduction of international tensions.

3. Have patience with efforts at negotiation and if angered do not impulsively urge international violence or belligerence.

4. Inform themselves about problems and strategies in seeking peace and share their views with other citizens and their representatives in government.

5. Support effective international law and agencies, such as the United Nations, which seek peace and provide forums for resolving international disputes and for bringing world opinion to bear on the issues.

6. Favor self-determined government for all nations.

VII. SUPPORT RATIONALITY IN COMMUNICATION, THOUGHT, AND ACTION ON SOCIAL PROBLEMS

A Try to inform themselves on socially important matters and to understand alternative viewpoints

1. Ask questions and, if needed, probe for more complete answers by discussion with other students, teachers, counselors, parents, and especially with persons who have unique experience or expertise to share.

2. Listen attentively and open-mindedly to what any other person may say.

3. Seek full understanding of the several sides of an issue, and are aware of facts and arguments in current controversies.

4. Make use of available sources of information such as books, magazines, newspapers, TV, radio, teachers, and authorities, trying not to rely on a single source in important matters.

B Evaluate communications critically and form their own opinions independently

1. Seek verification rather than passing contradictory information or rumor on as truth.

2. Question the authority or evidence for doubtful assertions, especially political accusations and advertising claims, and evaluate such authority or evidence realistically.

3. Recognize and challenge illogical arguments.

4. Are not easily influenced or swayed by others' evaluative judgments, but do not hesitate to change their opinions in the light of convincing new evidence.

5. Form their own values and beliefs by integrating their unique experience with relevant information.

6. Do not accept or reject views simply because an emotional label has been ascribed.

C Weigh alternatives and consequences carefully, then make decisions and carry them out without undue delay

1. Examine alternatives and weigh consequences in terms of relevant values and loyalties.

2. Understand the importance to decision-making of collecting accurate information, and withhold a decision if awaiting further information is likely to be worth the delay.

3. Devote time and effort proportionally to the importance of a decision.

4. Carry out a task or organize a group project with efficiency, using all available resources.

5. Can outline a sensible plan for carrying out complex tasks.

D See relations among social problems and have good ideas for solutions

1. See parallels between national and international problems and their own interpersonal relations.

2. See important differences between two social phenomena such as picketing and rioting but can also recognize underlying similarities, contributing causes, and possible effects.

3. Given a social problem, can draw on related problems and name many factors that should be considered in deciding on a solution.
4. Do not accept pat answers for complex social problems.

E Support free communication and communicate honestly with others

1. Become aware of others' viewpoints, increase their own store of knowledge, keep an open mind, test their own opinions and theories, gain practice in expressing thoughts to others, and cause others to evaluate their own ideas.
2. Believe in full disclosure of information of civic concern.
3. Protest when unethical behavior is concealed to protect the guilty from embarrassment.
4. Encourage the hearing of dissenting viewpoints among friends, in school, at work, and at public meetings.
5. Disapprove of general censorship and the suppression of publications and movies whether by school, public officials, press, media, or by censorship committees.
6. See the danger of having all mass media controlled by the same few persons.
7. Willingly and clearly express their own views on civic and social matters, however controversial the issue.
8. Encourage and participate in open discussion.
9. Give honest answers, even if it means disagreeing with the group.
10. Do not distort facts, misrepresent others' viewpoints, or stop communicating altogether with someone just because they disagree.
11. Help circulate facts and beliefs that might have civic impact.
12. Advocate new sources and types of public information where needed.

F Understand the role of education in developing good citizens

1. Believe that more intelligent decisions can be made by a citizenry which has acquired a formal education.
2. Are aware of instances of poorly educated populations being exploited by their governments.
3. Are aware of many arguments for universal education.

VIII. TAKE RESPONSIBILITY FOR OWN PERSONAL DEVELOPMENT AND OBLIGATIONS

A Further their own self-improvement and education

1. Develop their talents to the maximum, and seek to learn as much as they can rather than to get by with the least effort.
2. Explore different fields to better learn their own interests and talents.
3. Schedule time spent on studies and on different types of recreation and often combine companionship with other activities.
4. Take advantage of school and community libraries, complete homework assignments, and follow instructions in class.
5. Take initiative to make up missed work, arrange conferences with teachers when having difficulty in understanding work, and talk to teachers during free time.
6. Take part in extracurricular activities and creative hobbies.
7. Take advantage of other sources of education outside school, such as books, periodicals, correspondence courses, films, lectures, radio and TV, concerts, museums, observatories, and travel.

B Plan ahead for major life changes

1. Seek relevant information and counsel before making serious decisions, and consider alternatives and consequences carefully.
2. Find out what kinds of job opportunities the future holds, what such jobs are like, and what education is needed for them.

3. Consult about opportunities with school counselors and parents.
4. Evaluate their own abilities and achievements realistically in terms of adult roles.
5. Discuss, with parents and adult friends, financial problems and responsibilities of adult life.
6. Take school courses appropriate to intended adult roles, and participate in work, training, or other experiences which could reasonably contribute to success in adult occupations.

C Are conscientious, dependable, self-disciplined, and value excellence and initiative

1. Adhere to their own moral and ethical codes rather than giving them lip service only.
2. Repay debts and live up to pledges to church, charities, or other organizations.
3. Invent, produce, or market useful products and services, including part-time or summer jobs.
4. Follow work procedures and schedules and persevere until a job is completed.
5. Work extra hours on occasion and undertake additional responsibilities.
6. Start new tasks without having to be told, check work for mistakes, and use initiative to find better ways of achieving work goals.
7. Are not careless or tardy in keeping appointments.
8. Correct their own errors, and do not blame others for their mistakes.
9. Budget use of time and money to allow for commitments, expenses, and probable future needs.
10. Understand that with more freedom goes more responsibility.

D Economically support self and dependents

IX. HELP AND RESPECT THEIR OWN FAMILIES

A Respect the reasonable authority of their parents, or guardians, and help with home duties and problems

1. Comply with their parents' wishes generally.
2. Inform parents of their plans and ask permission when they know parents expect to be asked.
3. Return home at the time promised and call when delayed.
4. Appeal disagreements openly rather than covertly disobeying.
5. Do not deliberately frustrate or embarrass their parents, and respect the feelings of other members of the family.
6. Keep their own things in order and help with home chores.
7. Are careful with the car, home, furniture, and other family property.
8. Care for younger brothers and sisters and invalid family members.
9. Seek appropriate outside help in case of emergency.
10. Are willing to forego personal pleasures to help the family out of a crisis, and accommodate their own plans to other family members' schedules.

B Help younger brothers and sisters to develop into good citizens

1. Instruct youngsters in civic matters.
2. Invite siblings to join them in activities such as playing, working, and trips to interesting places.
3. Suggest interesting reading matter.
4. Answer questions patiently and explain why particular acts are good or bad, but do not dominate younger children.

5. Praise siblings for fairness, generosity, and control of temper, and advise them on other interpersonal matters or conflicts.

6. Describe and interpret their own experiences for the benefit of younger siblings.

C Discuss social matters with their families and respect the views of all family members

1. Seek the opinions and advice of parents on civic matters.

2. Help to make some family decisions.

3. Urge their parents to participate in community and school affairs.

4. Discuss current world or social issues with the rest of the family.

TEACHING STRATEGIES

CHAPTER SIX

This section is intended to be an "idea bank" where various teaching strategies and classroom activities can be collected for reference or utilization. In the teacher's looseleaf edition, this section can be enlarged through personal notes as well as additional material distributed whenever possible by the Department of Public Instruction. When you find one of your classroom strategies of particular interest or value, please send a description of your technique to the Social Studies Consultant, State Department of Public Instruction, State Capitol, Bismarck, North Dakota 58501. Additional information about any of the strategies is also available from the same source.

INQUIRY TEACHING

If your students have been subjected to years of routine lectures based on a single textbook, their eagerness to learn may be almost dead. Only after you and they experience the thrill of mutual discovery can learning once again become the exciting experience it was when the student originally began attending school.

One of the most effective methods of making learning exciting is inquiry teaching. Most teachers have used inquiry techniques at one time or another whether knowingly or not. There is not, however, a usable, neatly wrapped package of someone else's expertise. Inquiry teaching must be your own innovation--"your own thing."

An inquiry approach to a problem is a scientific approach, with no presuppositions about the "right" answer and no restrictions with respect to where answers might be found. It is also an open-ended approach which leads to tentative conclusions--conclusions which are always subject to alteration and reinterpretation in the light of new facts and evidence.

The following list of suggestions is intended only to get you started. You may find it desirable to vary the procedure. You will refine your technique as you use it and develop your own expertise.

What people (students) think determines their behavior. Therefore you, the teacher, must approach society's problems by beginning with the current opinions of your students.

1. Ask students to pose questions about the topic which are of special interest to them. (If history, ask students to list what they think were important decisions made in a certain period; if economics, ask them to list what they think are important economic questions facing society; etc. Emphasize that the list be questions that the student cares about. At first you may wish to specify a required number for the list.)

2. Combine and summarize the questions and then decide which questions to pursue further. (The approach to each question or problem will depend upon factors such as class size, materials, and the time available. Committee or group assignments can be useful in a large class.)

3. Select relevant source material for students. (A list of sources of information could be prepared as a library assignment. In some classes, bringing books

and magazines, slide films, recordings, and other media directly into the classroom may be necessary. Always encourage students to use sources other than the ones you may prescribe.)

4. Assign the problem or problems selected to the students. (The actual wording of the assignment to students should be something like "Take a stand on this question and be prepared to support and defend your position in class." Do not be too specific in your directions. If students sense what the teacher wants to hear, learning will be impaired. Furthermore, students will show more creativity and initiative if they feel free to pursue the problem in their own way.)

5. Recognize and accept discovery on the part of the student--even if it appears erroneous and confining. Try to imagine what led the student to his opinion or conclusion.

6. Try an experiment during some of the discussion sessions. Force yourself not to speak except in the form of asking questions. Make no flat statements. Students will normally carry the ball. Ask some way out questions.

7. Do not be upset if a percentage of students do not orally participate. If you were lecturing, they would be just as quiet or rowdy.

Let's give inquiry teaching a fair trial. Life is filled with realities which shape society, so we must include these realities in the social education of everyone.

THE THEMATIC APPROACH

The thematic approach is a method developed in the English primary schools by Sybil Marshall and Gordon Hill. It is a method of individualizing instruction which integrates many areas of the curriculum into one major theme. It is based on the idea that, especially for elementary children, the teaching of separate subjects tends to make artificial distinctions.

The thematic approach will differ widely, depending on the personality and strengths of the teacher using it, because it encourages divergency for both the teacher and the pupils. It frees the teacher from the routine of teaching a set curriculum year after year and allows him to use his own strengths to the greatest extent.

The thematic approach is based on certain principles regarding children:

1. Children learn best when they are actively involved in what is happening.
2. Children need to feel that they have something important to contribute.
3. Children basically want to learn, and are interested in finding out about the world.
4. The teacher can best help by setting reasonable limits, encouraging children's efforts, and providing materials when the children are ready for them.

How does a theme work? First, the teacher selects a theme and plans several experiences to awaken the enthusiasm of the whole group. If the idea is not popular at this point, it is better not to pursue it, but to switch to another more in keeping with the children's interests. Secondly, the teacher plans a circle of experiences designed to interest individual children in logical outgrowths of the original theme. Learning or interest centers can be used for this. The teacher must nurture the interests that grow in the children, and encourage them to take up individual or small group projects. Skill lessons can be planned, capitalizing on children's interests, but concentrating on their weaknesses. The children can share their findings with the whole group, and the teacher can plan for experiences which will express the learnings of the children in a creative and satisfying way. Art, drama, or creative writing may be media useful for this.

The culmination of this united effort, in which each child has had a unique contribution but felt himself to be a part of the whole, is an opportunity for parent participation, which can be very rewarding to the children. In our room, these efforts have resulted in a movie, a marionette show, a travel fair presented to the parents, a trip to another city, a visit from an Indian school, and a play involving music, dance, art and drama.

SAMPLE THEME: HOUSE BUILDING

A house building experience grew out of a story read together about a class that built a clubhouse. Such enthusiasm greeted the idea of building our own clubhouse that things got rolling at once.

1. A group visited a lumber yard and arranged to get some old plywood.

2. The children made plans which involved measurement and geometry.

3. An architect visited and demonstrated model making, which they then tried.

4. They saw films on house building.

5. A tape recorded lesson taught them about tools - the lever, plane, and gear.

6. They wrote letters telling others of their experience.

7. They took up individual projects including Indian homes, termites, trees, creatures who live in trees, homes around the world, workers who build homes, tools, old and modern skyscrapers, and doll houses.

8. They gave a party to thank the parents and others who had helped and presented the clubhouse to the younger classes for use during recess.

It is important to let the children's own choices become their motivation, even though it may not seem logical. Many resources are possible for their individual projects. Letter writing to government and business sources is very good. The World Almanac is an excellent source of addresses, and the delight when big packets come personally addressed to children is excellent motivation for more writing activities. Field trips for small groups can be supervised by parents. A camera makes it easier to share experiences on field trips with the rest of the class.

Children will, of course, use the library for books and audio-visual materials. We were able to purchase a duplicate subscription to National Geographic to cut up for a picture file, and this is a valuable resource for individual topics.

A certain portion of the day needs to be spent by younger children in mastering the basic skills in math, reading, and writing, Many of these skills can be made more acceptable by tying them in with the interests engendered by the theme. At the third and fourth grade level, I have found it necessary to structure a reading period, to teach handwriting carefully until they can master cursive writing and write at a reasonable pace, and to teach math and spelling as skill subjects.

The time spent on a theme is the time normally given to language arts, science, health, art and social studies. Rather than try to teach each subject equally all the time, I try to vary themes so that one which is strong in the language arts will be followed by one strong in science or social studies. Choices of themes can be dictated by curriculum expectations at different grade levels, the children's interests and the teacher's areas of competence. It is important that teachers recognize their own strengths in terms of enthusiasms and skills and structure these into the themes they choose.

One year's work at the third-fourth grade level followed this sequence of themes, which lasted from four to six weeks each: homes, Indians, animals, travel around the world, rocks, pioneer days, weather, mythology, and plants. To round out their work, the children worked in a spelling kit, used an individualized structured math program, followed a handwriting sequence as a class, and had a daily reading period which began as four groups and worked into individualized free-choice reading for all but six students by the end of the year.

The thematic approach as we use it at Madison School is a joint effort. Ideas which work well have been shared and enlarged upon by other teachers in the school. Like anything which hopes to meet the needs of children, it is constantly changing.

Recommended books on the thematic approach:

Gordon, Julia Weber, *My Country School Diary*. Dell Publishing Co., N.Y., N.Y., 1946. New Edition 1970 with introduction by John Holt.

Marshall, Sybil, *An Experiment in Education*. Oxford, New York, Pergamon Press, 1968.

Marshall, Sybil, *An Adventure in Creative Education*. Oxford, New York, Pergamon Press, 1968.

HOYEKIYA

(The "Foxfire" Approach)

"Hoyekiya " a Lakota word meaning "a voice that speaks from the heart," is the name of the first student operated publishing company on the Pine Ridge Reservation.

Articles, interviews, research, photography and lay-out, development of the formula and format of the publication, book-keeping, artwork, sales of the publication, correspondence, publicity and myriad other details such as preparing the material for second class mailing are the total responsibility of students ranging in ages from fourteen to eighteen years.

The involvement of the students increases as adult supervision decreases and real responsibilities for the magazine's development are placed in the hands of students.

To develop a program like ours, it is important to have a person available with the professional expertise necessary to initiate the first phases of the program but with the ability to stand back and lend support without becoming someone upon whom the students become dependent. It is important to plan your own obsolescence and always bear in mind that this obsolescence is a positive goal of the director.

Students are allowed time to settle into the areas of interest that are most suitable to them. After a few weeks of working with different phases of production, students generally continue to follow specific areas of interest. There are no specific duties assigned initially. Everyone knows what must be done and they work toward doing it.

After viewing the student's performance in accomplishing the tasks involved in achieving the best possible product, it is easy to determine which students are most adept at each of the tasks.

Presently the publishing experience is spreading. The Oglala Community School has developed a graphic arts department in which the students are learning to print their own material.

The same principles of student direction of the activities is encouraged. As soon as technical skills are learned, the student has the right to employ them towards the realization of a project of his own design.

All projects done in class are community oriented. Such jobs as painting road signs for the city that meet the road department specifications, designing and printing a new type of report card for the team teaching project at the elementary school, printing and designing a homecoming program for the first time in the school's history, etc., are all a part of a new learning experience that immediately benefits the local community.

Tangible results are important to students. The fact that the results of their efforts are utilized in and recognized by the community soon after the projects are started greatly increases the student's self-image and his willingness to be involved in class activities.

Some other projects include a booklet for the Public Health Service in English and Lakota and signs for the College Center and Legal Services Centers in Pine Ridge.

When the student's work will be used in a public place, precision and care become real elements to be considered by the students. Emphasis is placed on the fact that people will be aware of where the work was done and that it reflects on the individuals who made it.

VALUE-CLARIFYING STRATEGIES
AND THEIR USE

From an article by
Sidney B. Simon published in
Social Education, December 1971.

Strategy #1--Things I Love to Do

Ask students (teacher does it with them) to number from 1-20 on a paper. Then suggest they list, as rapidly as they can, 20 things in life which they really, really love to do. Stress that the papers will not be collected and "corrected," and that there is no right answer about what people should like. It should be emphasized that in none of values strategies should students be forced to participate. Each has the right to pass. Students may get strangely quiet; and, at first, they may even be baffled by such an unschoollike task as this. Flow with it, and be certain to allow enough time to list what they really love to do. Remember, at no time must the individual's privacy be invaded, and that the right of an individual to pass is sacrosanct.

When everyone has listed his 20 items, the process of coding responses can be started. Here are some suggested codes which you might ask the students to use:

1. Place the $ sign by any item which costs more than $3, each time you do it.
2. Put an R in front of any item which involves some RISK. The risk might be physical, intellectual, or emotional.
3. Using the code letters F and M, record which of the items on your list you think your father and mother might have had on their lists if they had been asked to make them at YOUR age.
4. Place either the letter P or the letter A before each item. The "P" to be used for items which you prefer doing with PEOPLE, the "A" for items which you prefer doing ALONE. (Stress again that there is no right answer. It is important to just become aware of which are your preferences.)
5. Place a number 5 in front of any item which you think would not be on your list 5 years from now.
6. Finally go down through your list and place near each item the date when you did it last.

The discussion which follows this exercise argues more eloquently than almost anything else we can say for values-clarification.

Strategy #2--I Learned That I. . . .

This strategy fits in with the one before. After students have listed and coded their 20 items, the teacher might say, "Look at your list as something which tells a lot about you at this time in your life. What did you learn about yourself as you were going through the strategy? Will you please complete one of these sentences and share with us some of the learning you did?"

I learned that I. . . .
I relearned that I. . . .
I noticed that I. . . .
I was surprised to see that I. . . .
I was disappointed that I. . . .
I was pleased that I. . . .
I realized that I. . . .

The teacher must be willing to make some "I learned that I. . . ." statements, too. And they must not be platitudinous, either. Every effort is made for the values-clarifying teacher to be as honest and as authentic as possible.

"I learned that I. . . ." statements can be used after almost any important value-clarifying strategy. It is a way of getting the student to own the process of the search for values.

Strategy #3--Baker's Dozen

This is a very simple strategy which teaches us something about our personal priorities. The teacher asks each student to list 13, a baker's dozen, of his favorite items around the house which use PLUGS, that is, which require electricity.

When the students have made their lists, the teacher says, "Now, please draw a line through the three which you really could do without if there were suddenly to be a serious power shortage. It's not that you don't like them, but that you could, if you had to, live without them. O.K., now circle the three which really mean the most to you and which you would hold onto until the very end."

It should be clear that again there is no right answer as to what "good" people should draw lines through and circle. The main thing is for each of us to know what we want and to see it in the perspective of what we like less.

Strategy #4--"I Urge" Telegrams

The teacher obtains blank Western Union telegram blanks.

Or simply has students head a piece of paper with the word Telegram. He then says, "Each of you should think of someone in your real life to whom you would send a telegram which begins with these words: I URGE YOU TO. . . . Then finish the telegram and we'll hear some of them."

A great many values issues come out of this simple strategy.

All telegrams must be signed. It is our affirmation of the need to name your name and to stand up for what you believe in.

One of the things that students working with values-clarification learn to do is to find out what they really want. "I urge you telegrams" help do that. Just think of the people in your own lives to whom an "I urge telegram" needs to be sent. The second thing students working with values-clarification learn to do is to find alternative ways of getting what they need and want. The class can brainstorm how to negotiate with a grouch, and how to try to offer alternatives in your drive to get what you want.

"I urge telegrams" are used several times during the semester. The students keep them on file and after they have done five or six, they are spread out on the desk and "I learned statements" made from the pattern of the messages carried by the telegrams.

Students also learn to use that "I urge you to. . . ." model to get messages across between student and student and between student and teacher. An alternate assignment is to have each student write a letter-to-the-editor of a magazine or newspaper.

Strategy #5--Personal Coat of Arms

Each student is asked to draw a shield shape in preparation for making a personal coat of arms. The teacher could go into the historical significance of shields and coats of arms, but the exercise is designed to help us learn more about some of our most strongly held values and to learn the importance of publicly affirming what we believe, that is, literally wearing our values out front on our shields.

The coat of arms shield is divided into six sections. The teacher makes it clear that words are to be used only in the sixth block. All the others are to contain pictures. He stresses that it is not an art lesson. Only crude stick figures, etc., need be used. Then he tells what is to go in each of the six secitons:

1. Draw two pictures. One to represent something you are

very good at and one to show something you want to become good at.

2. Make a picture to show one of your values from which you would never budge. This is one about which you feel extremely strong, and which you might never give up.

3. Draw a picture to show a value by which your family lives. Make it one that everyone in your family would probably agree is one of their most important.

4. In this block, imagine that you could achieve anything you wanted, and that whatever you tried to do would be a success. What would you strive to do?

5. Use this block to show one of the values you wished all men would believe, and certainly one in which you believe very deeply.

6. In the last block, you can use words. Use four words which you would like people to say about you behind your back.

The teacher can do several different things at this point. He can have the students share among themselves in little trios or quarters. He can also get the pictures hung up on the walls and get people to take each other on gallery tours to share the coats of arms. A game could be played which would involve trying to guess what the pictures represented. The class might try to make a group coat of arms to represent their living together in that classroom. In any case, the value expressions elicited in this nonverbal way are very exciting and lead to discussions which range far and wide. Incidentally, this strategy is a good one to use with parents to illustrate to them the power of the values-clarification methodology. It makes a meaningful exercise for an evening PTA meeting.

The Coat of Arms strategy illustrates quite well some things common to all of the values-clarification strategies. The teacher sets up an interesting way of eliciting some value responses. He establishes that there is no right answer. The strategy is open-ended and allows students to take the exploration to whatever level they want to take it. Finally, there is a chance to share with each other some of the alternatives that emerge from our searching. This whole process allows each student to focus on areas where he has some work yet to do in order to keep growing. The Coat of Arms can be done several times during the school year and the various shields compared and seen as measures of a student's search.

BRAINSTORMING AND DISCUSSION

High school students seem to alternate between wanting more freedom and expecting to be protected from the consequences of their sometimes erratic behavior. The day is gone when a basic body of knowledge, given to all students, can equip them for life. I am firmly convinced that students must run the risk of growth through honest evaluation of themselves, of one another and of the teacher. In our present world of unprecedented change, students need values and skills that help them to organize information, choose goals and decide how to reach these goals.

It is with this conviction that I have been trying a variety of methods and techniques in my sociology and economics classes for high school seniors.

One technique that has been especially successful for me is a combination of brainstorming and group discussion resulting in a class consensus.

As we come to a social or economic problem in our text outline, we spend 15 to 30 minutes in brainstorming. That is, each student writes on a paper any idea, opinion, or concept that comes to his mind regarding the topic--whether it is closely related or not. The result is a long list of random ideas. (Students were reluctant to express their opinions and ideas until they discovered I wasn't going to collect, correct, and return graded papers to them.)

The second part of the first day's class consists of putting the papers aside and identifying the economic problem, social problem or concept under discussion.

For home assignment, each student is to evaluate his brainstorm ideas and decide if each is relevant to the topic. Each student then summarizes the ideas he sees as important to the topic.

The second day, the class period is utilized in researching the topic from all available media in the school. Home assignment consists of continuing research on the topic from resources outside the school (news media, people, public library, etc.).

On the third day, the class forms into groups of five or six individuals. Each group selects a discussion leader and a secretary to take notes. Each student presents his ideas and opinions on the topic to his group, defending his statements with information found during his research. The group votes to accept or reject the findings of each student as relevant or irrelevant in solving the problem or defining the concept.

On the fourth day, the class evaluates each group's decisions. The secretary of each group presents a review of each idea to the class. Class discussion follows each report. This time the entire class votes on the relevance of each idea. New information may be presented prior to the vote.

On the fifth day, we have individual evaluation. Each student writes a short summary clarifying and defending his stand on the problem or concept. This paper is the teacher's evaluation of what really was accomplished by the individual student during the week. Logic and degree of research are important.

Teacher's comments are written on the paper and the student is encouraged to meet privately with the teacher if he disagrees with the comments. This concludes the study.

I do not think this technique or method should be used continuously. I usually use it once in each quarter (1 week out of 9 weeks). I find it very successful with the above average student, successful with the average and fair with below average.

I find that this method elicits a great deal of student discussion and the expression of a variety of viewpoints. As the students present their ideas, they are continuously challenged by their peers and begin to see that value judgments cannot be accepted solely on faith, but rely instead on the explicit support presented for each judgment.

THE PROJECT APPROACH

For several years, at Madison Elementary School in Fargo, my fifth graders have been involved in a project approach to social studies. This approach has generated excitement and enthusiasm for learning. The approach consists of self-chosen topics that a child may explore in depth.

Before organizing projects, classroom learning centers must be stocked with materials that may aid a student in his individual activities. Materials included in the main center are maps, globes, magazines, materials to make models, simulation games, a biography box listing famous people who have contributed to our culture, a North Dakota box, filmstrips, road maps, and historical study prints. Other classroom learning centers such as the listening and exploring and reading centers contribute greatly to the project approach.

After the room is organized for independent study, the child is ready to begin. A plan of action or outline is developed with the teacher. Included in this plan of action are the following things:

1. What I plan to study.
2. What materials I may need.
3. How I plan to carry out my project.
4. How I will share it with others.

This plan will guide the child in his project. In step 3 above, the home, the school, and the community become part of the total learning center. Field trips are organized for individual and small groups. Resource people are contacted to aid an individual or small group study. Parents often are called upon to serve as chaperons, or aides in the classrooms, or as assistants at home on individual projects. Letters to business concerns, corporations, clinics, police departments, congressmen, foreign information offices, teachers and others are written with the definite purpose of gaining information that might aid the study. The telephone book and the World Almanac are frequently used for addresses.

Each individual project is either displayed on fiber board or bulletin boards or made into booklets which may include maps, charts, reports, models, display pictures and letters that were received concerning the project.

A large bulletin board is available to post the schedule for presentations of projects. Because of limited time, presentations are about 20 minutes long, which allows the child to discuss the high points of interest in his project and share it with others. Children who work on a project in small groups may have more time to allow all the children to share their experiences.

While using the project approach, I have found that when children are given the freedom to search and explore for themselves on self-chosen topics, positive attitudes toward learning are generated. As a teacher, I enjoy the idea of children learning how to learn, child teaching child, learning at the direction of the learner, and the positive self-image that each child develops in knowing that he personally has organized and completed a topic of special interest to himself.

THE SEQUENTIAL TEACHING APPROACH

The teaching approach utilized by classroom teachers will vary greatly from one school to another. Such factors as the organizational structure of the school, the availability of personnel--local and consultant--and materials play a major role in determining which approach will be adopted. The sequential approach is most successful when the school is organized in a departmentalized or team teaching structure. However, this approach can be utilized in the traditional, self-contained setting if the teachers are willing to plan together.

A major success factor, when considering the sequential approach, is the relationship that exists within the staff. It is necessary for the staff to work together very closely on a give-and-take basis during the selection of a concept, identification of objectives, and the selection of activities in which the children will participate.

To begin the process, the staff (teaching team or unit) must select a concept that is relevant to all of the age levels (grade levels) involved. If the teachers wish to select concepts not listed in the social studies guide, other sources are available. Time should not be wasted trying to formulate concepts when many are available from many sources. It may be necessary, however, to adapt these goals to local requirements.

After the concept has been selected, objectives must be identified at each of the age levels or grades involved. The objectives must be sequenced in such a manner so that they become more sophisticated in nature as the age level increases. This sequencing has been identified previously on scope and sequence charts which accompany most basal texts.

As with the concepts, objectives are also available from many other sources. Again, time should not be wasted formulating objectives. The sophistication of objectives will vary depending upon the policy pertaining to the writing of behavioral objectives and whether districts require objectives to be stated in behavioral terms.

The objectives can be met only through carefully selected activities utilizing resources that enhance the learning process. The activities must provide experiences allowing for various learning modes and learning styles. This requires a variety of activities for each objective. Thus, the resources must be varied to include experiences both within and outside of the classroom setting.

The brief sample below indicates how the sequential approach may be used on a concept in social studies.

Sequential Approach In Social Studies

Generalization: Men use tools, equipment, and buildings to make goods or provide services.

GRADE 1 OBJECTIVE: Cover materials, equipment, tools, and buildings utilized by workers in the home and school.

Activities:
1. Tour administrative office, kitchen, storeroom, etc. Meet all personnel and discuss responsibilities and machinery, tools, etc. utilized.
2. Visit a home to discuss the role of the family members relating the facilities used in their role.

GRADE 2 OBJECTIVE: Cover equipment, tools, and buildings utilized by community workers (police, fire department, etc.) and health specialists.

Activities:
1. Visit fire station, police station, etc. Discuss tools, equipment, etc. utilized in roles.
2. Visit dentist's office, county nurse's office, etc. to view materials and equipment in each role.

GRADE 3 OBJECTIVE: Observe equipment, tools, and buildings utilized by local producers of goods and services.

Activities:
1. Visit warehouse to observe handling and loading equipment.
2. Visit construction site and jewelry store to expose students to various sized equipment.
3. Visit local factory, etc.

GRADE 4 OBJECTIVE: Extension of third grade objective with concentration on factors which affect local production of goods and services.

Activities: 1. Visit a site where goods and services are produced that are unique to that particular area.
2. Explore those factors that regulate the production of local goods and services (weather, resources, etc.).

GRADE 5 OBJECTIVE: Trace the technological advancement of tools and equipment used in the production of goods and services. Selection of a specific area of services or production and follow-up of local development.

Activities: 1. Visit a museum displaying the technological development of tools.
2. Select a particular tool, machine, product. Trace its development with a time line or by making models depicting the developmental phases.

PLANNING INQUIRY LESSONS

CHAPTER SEVEN

PLANNING INQUIRY LESSONS

This particular chapter is offered as encouragement for the individual teacher who feels an immediate need, and who cries for help now! It is quite unrealistic to envision every local school district being ready to embark on a total school effort toward curriculum development immediately. And even after the initial assay is made, a time lag before fruition is inevitable.

The need is critical, and the conscientious teacher admits it! Even with the best materials, learning can die in a lifeless classroom. We must face it--while we have our students physically, we are losing them intellectually and emotionally. This is in no way to say that we have no skills to teach. Rather, those skills are now being taught in an ineffective manner. Students simply do not experience the intellectual and emotional excitement of real involvement in the learning process. Because we "turn them off," more and more of them prefer to be out in the world learning for themselves.

Michael Niflis in his HOW TEACHERS FAIL: A CHECKLIST, speaks of one of the ways he believes teachers fail:

> "Some of us teach too much information and not enough thinking. Never have we had more information available to us than we do now--and it's so easy to get. What we need are people who know how to find it, use it. Yes, I know some information must be taught, but we must not forget that what is not relevant cannot be learned, even though it is memorized. We must teach wisdom, inquiry, understanding, showing relationships and implications. And even if information should be the center of pedagogical attention, we could not, generally speaking, trust memories. For example, if six years from now, one of our graduates needed to be sure of a fact we had taught him, would he trust his memory? Probably not. He would check its accuracy. Wouldn't you?"

Today the trend in the social studies is toward more emphasis on discovery or inquiry teaching.[1] Such approaches involve the student in collecting and organizing data for himself as opposed to being presented with information and conclusions by the teacher or the textbook. The goal is for the learner to recognize relationships between ideas, values or processes that he has never perceived before. As he works, facts are tied together to form concepts and the realization of relationships results in the development of generalizations.

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[1] See also the article in Chapter 6, Teaching Strategies.

Many of us were trained in the tradition of rote memorization, and we are befuddled and frustrated by an inquiry approach. All that inquiry presupposes is a willingness on the part of the teacher to engage in learning experiences along with the students. Instead of providing information to be absorbed more or less passively (exterior learning) the teacher provides experiences for students in which the concepts learned acquire personal significance (interior learning).

Inquiry teaching in no way closes out the resourceful teacher's own repertoire of learning activities. Instead, the frequent experience of teachers embarking on inquiry teaching is immediate recognition of similarities to that with which they are familiar. Concept learning through discovery cannot take place in a vacuum. Students need a variety of learning experiences that can serve as a basis for exercising the individual skills that are involved in concept development.

There is mounting evidence that the principles of small group dynamics are essential to a self-discovery process. Students discover themselves through a reciprocity of self-expression with other human beings, and through orderly and thoughtful discussion of significant ideas, testing one idea against another. All the while they see themselves reflected and changing in the faces of others in the group.

Until a student acquires self-knowledge--and a small group is the best place to acquire it--there can be little self-direction, and subject matter doesn't appear essential.

Most difficult and at times even frustrating to the teacher is the unfamiliar role of being observer of the learning process which may at times seem to be painfully slow. Undoubtedly the most difficult part of the transition is refraining from "giving" students "the answers," that is, generalizing for them. When students, struggling in their new role, protest that "the teacher doesn't tell us what he thinks," then we can be certain that the discovery process is underway.

Someone wisely observed, "wherever there is growth, there is pain and heartbreak." The "growing pains" are endurable. Each of us can remember the genuine pleasurable sensation that came over us when we once suddenly understood something, that until then, we could never figure out. Teaching is something that takes place only when learning does.

The classroom will come alive as students' interests and concerns are channeled into learning situations and the student, through his involvement in the learning process, develops skills in utilizing knowledge rather than being coerced into memorizing transitory facts.

The skills should be incorporated into a well-planned structure and measured through the evaluation of behaviorial objectives. Which skills are essential? Many projects and authorities in the social sciences have organized the essential skills involved into a method of inquiry in sequential steps. The following is a modified version of a structure developed by the Carnegie-Mellon Curriculum Center and is recognized as one of the better schemes for questioning and investigating.

INQUIRY-ORIENTED RESEARCH

In this part of our study you will have the opportunity to explore a subject-related problem, question, or perplexity, which is meaningful to you and which *you* feel requires a solution. We shall try to include activities that will enable you to engage in each of these operations:

1. Identify and clarify a purpose for inquiring;
2. Build a hypothesis--a tentative answer or solution;
3. Test the hypothesis;
4. Draw conclusions;
5. Apply the conclusions in new situations to new data; and
6. Develop meaningful generalizations.

I. DEVELOPING A PURPOSE:

The task to be undertaken then should be one for which *you* feel a real concern. The only bounds set are that the problem-area that you choose is related to the subject area. Clarify the problem in your own mind and *state it in your own terms*. The problem must also be made manageable by being broken down into a number of related problems or questions, the answer to each of which will provide clues to the resolution of the entire situation.

II. HYPOTHESIZING:

Hypotheses are tentative answers or solutions *subject to proof by the learner*. To hypothesize is to guess -- not wildly, but reasonably, utilizing past experience, present available data, and a unique perception of the problem. This is essentially an inductive process since it proceeds from bits of data to a generalized statement that seems to explain these.

A hypothesis is a preliminary but useful statement of a possible, plausible conclusion. The conclusion is plausible because you've confronted a question, thought it through to a general answer, and then said to yourself: "If this is so (if my reasoning is correct), then it should follow that..." It is a preliminary statement in the sense of being tentative or untried. The evidence may later show that you have to reject it altogether or modify it considerably.

A hypothesis predicts what the researcher expects to find in a particular case. When you state your hypothesis you would be making predictions about what your final results might be.

III. TESTING THE HYPOTHESIS:

Now we have to locate and collect data relevant to the hypothesis being tested. The kind of data needed is determined by the hypothesis itself; if the hypothesis is true, then data supportive of it will exist and must be located. Even as you collect data it must be analyzed. Evaluate it for relevancy, accuracy, and validity; identify similarities, differences, trends, and patterns; seek relationships, regularities, and logical inferences among its parts; interpret it and search for significance and meaning in the results.

Refer often to your hypothesis. Does your data support or refute it? Recognize the tentative nature of the hypothesis and the very real possibility that it might be invalid.

IV. DEVELOPING A CONCLUSION:

After the data has been taken apart it must be reassembled in such a way that it can be meaningfully explained. This explanation or conclusion may merely be a restatement of the hypothesis, although more often than not it represents an elaboration with certain qualifications or even a substantial modification of it. State explicitly the relationship of the data to the hypothesis.

V. APPLYING THE CONCLUSION:

Any conclusion must be considered tentative until it has been verified by being used to interpret or predict similar data or situations. In many instances opportunities to do this may not arise until sometime after the inquiry that led to the development of the conclusion. Be alert throughout your study of idea-relationships for further opportunity to apply and thus validate or modify your original conclusions and to form meaningful generalizations.

VI. GENERALIZING:

Generalizing involves developing a statement that explains the overall significance of the data examined. A couple of cautions are in order here. In the first place, it is always possible that a given set of results may be true under certain conditions but not others. Your generalizations may have to be qualified by specifying the conditions under which it holds true.

Secondly, be sure your explanations don't imply a cause -- and -- effect relationship that does not exist.

Your generalization not only describes what is known, but it also predicts what will be true in future situations of a related but as yet unknown nature.

General directions for developing units based on concepts are offered here as an immediate help to those teachers seeking a way to restore contact with the minds of their students The renewed interest and enthusiasm of teachers so challenged may well pave the way for a total school effort in social studies curriculum revision which, of course, is the ultimate aim of this guide.

At this point the teacher's response may be, "Don't tell me. Show me!" and such reaction is entirely justified. Always the teacher is hearing about the wonderful things being done in distant places. Credibility has been strained. There needs to be more demonstration and less telling and, hopefully, there will be! For now, we can only assure the skeptic that this approach is proving both helpful and workable. Its proponents are demonstrating its practical application in actual classroom situations.

HOW TO DEVELOP TEACHING UNITS BASED ON CONCEPTS AND OBJECTIVES

Maintain a complete inventory of the materials you have to work with. Some schools may have or be in the process of developing media centers, others may offer only a single textbook and a tiny reference shelf. You may augment meager teaching materials with your own gathered picture files, visual collections that are invaluable in inquiry-oriented, concept-based teaching.

Identify your teaching strategy. Today emphasis is on inquiry teaching--purposely, systematically encouraging children to find out things for themselves, rather than possibly absorbing information from teacher, films and textbooks--but exposition is often necessary and other teaching strategies may be equally successful.

Now you can deal with our two main considerations: (1) How can you select topics for study that will enable you to develop the major concepts and generalizations? (2) How can you relate objectives and evidence of understanding?

Experts believe that pupils can learn transferable concepts and generalizations in a number of ways. For example, the teacher could give pupils the concepts and generalizations and then ask them to use these ideas as they try to make sense out of new data. This appears to be the most feasible approach, considering the great variation that doubtless exists from school to school in available teaching materials. It has the additional advantages of permitting association with local data and closer adaptation to your own community.

An alternative approach, particularly suitable for elementary grades, K-5, would be when children view pictures and are asked to make inferences about things from these pictures. The teacher's role here is to formulate the questions that should help them make these guesses or inferences. The teacher, of course, has an awareness of the particular concepts and generalizations that she is leading toward. Stories and other materials can be used to help the children check on their guesses.

One of the selected concepts from the discipline of anthropology is that of family. It appears three times, on each of our designated learning levels. The generalizations increase in difficulty as the child gains experience. We would like to share with you the development of a learning activities sequence using the concept with five accompanying generalizations on the elementary level, K-5.

I. INTAKE:

We start by building a data bank for the concept FAMILY. We may elect to work with the larger group (the class) in which case we write our concept on the chalkboard and ask students what it brings to mind. Or we may prefer to divide into several small groups, in which case one child in each writes down on paper the responses. A typical reaction may look like this:

FAMILY

mother
father
home
food
brothers
meals
sisters
baby
puppy
fun
birthdays
presents
Christmas
stories
bedtime
TV
friends
toys
quarreling
fighting
spanking
picnic
fishing
chores
garden
car
shopping
groceries
kitten
love
bible
caring
church

II. ORGANIZATIONS:

Now the children classify or sort the terms evoked. Which go together? Maybe we can make some kind of a chart. The following is merely suggestion:

FUNCTIONS	WORK	FUN	SOME PROBLEMS	TOGETHERNESS
home	chores	puppy	quarreling	bible
food	garden	birthdays	fighting	church
meals	shopping	Christmas	bedtime	caring, love
brothers	meals	presents		
sisters		stories		
baby		friends		
caring		TV		
love		toys		
		picnics		
		fishing		
		kitten		

RULE-MAKING

father
mother
spanking

As you can see, our learning activities sequence is well underway. Knowing how uninhibited children are, we can be sure that building our data bank has been a lively activity, replete with revealing anecdotes and quite likely at least minor differences of opinion.

Remember that our learning activities sequence began with Intake. The data bank is a good opener for any unit. Further Intake will be dependent upon the resources that can be mustered in your situation. Field trips and guest speakers are additional possibilities.

III. DEMONSTRATION AND CREATION:

We now involve the students in doing something with the data they have assembled and organized. The children are to be active learners, and the pursuit of knowledge is the main thing.

Question it -- Investigate it!

What do families do?
Why do they do it?
How do they do it?
Are all families alike?

Now the children venture guesses or inferences. Stories and other materials can be used to help them check on their guesses. Children should be asked to listen or to look for things which can be used to test these guesses or hypotheses. It is important, of course, to reward children for coming up with new ideas about possible hypotheses or for asking questions which have not been raised earlier. Instead of always saying "Yes," "that's right," or "good," the teacher may wish to suggest that it is a new or interesting idea and ask what other ideas children have. Then children can test all of their ideas. Constant encouragement is an essential ingredient if pupils are to learn to ask questions, set up hypotheses and generalize for themselves.

As you have noted, this curriculum guide offers some generalizations with each stated concept. These generalizations frequently go beyond those already arrived at by the children. They are intended to increase in depth as the child gains experience. Five of these generalizations are included with the concept of family on the K-5 level. You may wish to refer to them at this point. For example, the second one reads:

> "Family members in all cultures have specific roles and functions."

(Introducing this generalization would presuppose, of course, that teaching of the concept culture has preceded.)

As with any generalizations or possible hypotheses, the children apply their skills to refute, support or modify it.

It is to be expected that at times children will arrive at very broad or even faulty generalizations which cannot be supported by present data and knowledge in the social sciences. Rather than correct immediately, it may be well to have children think of these generalizations as possible hypotheses to be tested later.

On the other hand, when children arrive at generalizations which are obviously contradicted by data, two courses of action are open to the teacher. First if later units or later courses at succeeding grade levels provide material to help them test and modify or refute, it might be wise to let children hold these generalizations tentatively but to *remind* them that they should think of them as "unfinished cases," hypotheses to be tested later.

On the other hand, if the teacher can foresee no future circumstances which might permit further testing, then the teacher should spend more time helping children test their generalizations right now. It is far better to confront children with *new data* than to tell them their generalization is wrong. The teacher might read excerpts from books, tell stories, show pictures or films, or merely relate certain facts. These data should be such as to *lead* children to modify or refute their generalization.

And that brings us to the point where we must relate objectives and evidence. Have we achieved what we set out to accomplish? Have we attained our objectives? Most experts agree that *we can never be certain*! However, some evidence is better than none!

Here is what we could reasonably expect the child to exhibit or show:

Learning Activities as Evidence

Behaviors	Products	Experiences
interviewing	maps	visiting other homes
describing	charts	entertaining guests
discussing	models	planning a party
introducing	outlines	shopping with mother
sharing	reports	attending a ballet
reading	poems	running errands for older people
listening	photographs	visiting shut-ins
helping	drawings	planting a garden
	collections	caring for younger children
	letters	

Thus a child who discusses family activities is exhibiting knowledge of the concept "family." Similarly, if he can compose a poem about family life or exchange visits to his friends' homes, he is also demonstrating knowledge of the concept "family."

This list of acceptable evidence is a long way from being all inclusive. Once teachers and administrators realize the limitations of measuring instruments that involve only recall of memorized facts, they will become adept at recognizing evidence from the learning activities themselves.

EVALUATION

"We see what we want to see...
and hear what we want to hear..."

CHAPTER EIGHT

SOCIAL STUDIES EVALUATION

A traditional view of evaluation is that it is a description in terms of selected attributes, and judges the degrees of acceptability or suitability of that which has been described. This could be any aspect of the educational scene, but it is typically (a) a total school program, (b) a teaching procedure, or (c) an individual or group of individuals. In education, evaluation provides a basis for making sound decisions about educational practice and procedures.

The general purpose of evaluation is to improve the educational program by facilitating judgments about its effectiveness based on evidence. The specific purposes of program evaluation are: (1) To determine an explicit basis for deciding which aspects of the educational program should be evaluated and what specific types of data should be collected; (2) To collect evidence or data upon which to base a judgment regarding effectiveness; (3) To analyze the data and draw conclusions; (4) To make judgments or decisions which are based at least in part on the data; and (5) To implement the decisions so as to improve the educational program.

Social studies behaviors have been traditionally divided into knowledge, comprehension, skills, attitudes, and values. The traditional method for the measurement of knowledge and comprehension has been through the use of standardized achievement tests and teacher-constructed tests. Most of these social studies tests have required recall of factual information. Very few of these tests have stepped beyond a low level of understanding and as a result are poor indicators of the higher level objectives of the social studies. Also, most of the tests were constructed prior to the emergence of the "new" social studies and thus are not attuned to the changes.

Reviews published in the fourth, fifth, and sixth Mental Measurements Yearbook revealed the following about commercially available tests. The Sequential Tests of Educational Progress (STEP): Social Studies, available from the Cooperative Test Division, Educational Testing Service, has four levels ranging from grades four to fourteen. The test requires 90 to 100 minutes to administer although actual students' testing time is 70 minutes. The test items generally deal with ability to read and interpret social studies materials, maps, charts, graphs, cartoons, etc. The student must use concepts and generalizations from history, geography, social anthropology, government and economics while at the same time using techniques of critical analysis.

The Crary American History Test: Evaluation and Adjustment series, available from Harcourt Brace and World Inc., is intended for students from grades nine to thirteen. The test requires 50 minutes to administer. The test deals primarily with political and economic history and secondarily with intellectual and social history. Little attention is directed to literacy, artistry and educational development. The test does attempt to measure skills and understanding beyond factual recall.

The third test, the Cooperative American History Test, available from the Cooperative Test Division, Educational Testing Service, is intended for high school and college students. This test requires 45 minutes to administer. It deals primarily with political history with lesser emphasis on cultural and intellectual history. The items test for knowledge of facts, understanding of causes, effects and trends, and ability to recognize chronological relationships, interpret maps, and locate information. The major shortcoming of the test is that it must be updated to account for recent historical material.

The list of tests has been necessarily brief since the bulk of commercially available social studies tests are relatively weak devices for evaluating high level objectives. Until recently, textbooks and instruction primarily tapped low levels of cognitive functioning. As the textbooks and the instruction change, the tests will change also.

Standardized tests are sometimes criticized because their scores do not indicate the specific skill a student masters. They measure performance relative to the performance of other students and not relative to instructional content. This problem is bieng attacked through the design of "criterion referenced" tests. Each item on a criterion referenced test is designed to measure the accomplishment of a particular skill. The number of items passed is not the important factor but rather which items are passed. The student is not allowed to proceed to advanced instruction until he acquires prerequisite knowledge. The key feature of criterion referenced tests is their close relationship to the specific goals and subject matter of a course. Test items are designed to indicate the degree of success in achieving course objectives. The use of criterion referenced tests requires a detailed analysis of course content. The skills and knowledge required for a course must be arranged so that success at a higher level depends upon acquisition of skills at a lower level. The test information is not only used to determine accomplishment but it is also used to determine the student's readiness for additional tasks and may serve diagnostic functions.

The evaluation of group participation is generally divided into formal and informal procedures. The formal evaluation of group participation concerns whether the student knows formal procedures and is able to use the techniques of debate, parliamentary procedure, panel discussion, etc. The knowledge of such procedures can be tested through paper and pencil tests although application in actual situations would probably be the best way of determining a student's competence. His performance could be rated by an observer. For example, a student could be assigned as moderator of a panel discussion and could be evaluated by an observer in terms of definite criteria.

Informal group procedures are more difficult to evaluate. Two usable methods for such evaluation are the open-response and rating scale techniques. The open-response technique could be used in conjunction with a film, videotape, or audiotape. In order to determine a student's persuasiveness or ability to steer a group toward a decision, a film or tape of a panel discussion in which the participants concluded in greater controversy than when they began could be presented to the student. He could be asked, if he had been the moderator of the discussion and his goal had been to attain a consensus, what strategy would he have devised for leading the discussion to a consensus.

Another way in which a film or tape could be used is in a form of student self-evaluation. A filmed or taped panel discussion led by an especially effective moderator could be stopped at decisive points. The student could then be asked to serve as moderator and to write down what he would have said, if anything, at each stopping point. Then the discussion would be continued and the student would be allowed to compare his response with that of the moderator. In the same manner, a critique of an ineffective moderator could be handled through a student analysis immediately after the moderator's remarks.

The rating scale can be either an indirect or direct estimation of an individual's effectiveness in informal group procedures. If the rater is an outside observer, the estimation is indirect. If the rater is a participant, it is direct. The observer or participant might be asked to rate a student on whether his mind is closed to the opinion of others or whether he is manipulative and creates suspicion among other participants.

A combination of the open-response and the observer and participant rating scale techniques can provide an estimate of an individual's competence in informal group procedure.

Attitudes are exceptionally difficult to measure. If students are questioned about their feelings, they may not give truthful responses. Observations of real situations are virtually impossible to schedule. Simulated situations are rarely comparable to real situations.

The closed response approach to attitude estimation can be exemplified by one of several attitude scaling techniques which have been devised. Probably the easiest attitude scale to construct is the Likert type. The following item is an example of a Likert type scale.

> It is possible to find universal principles of human behavior. (A) Strongly agree, (B) Agree, (C) Don't Know, (D) Disagree, (E) Strongly disagree.

The individual is asked to select his position on a five-point scale ranging from strong agreement to strong disagreement. A student may state one view and practice another.

The open approach to attitude evaluation can be accomplished through some form of simulation, such as role playing. An example of a role playing situation which could be rated by an observer is the following item.

> A student assumes a role of a Negro trying to rent an apartment in an all-white low-class urban neighborhood. Another student assumes the role of landlord. The landlord student demonstrates his attitude toward the Negro by the manner in which he deals with the student playing the Negro. Does he tell the Negro that he will not rent him the apartment? Does he do it threateningly or otherwise?

Another example of the open approach to evaluate attitudes is sentence-completion.

> Students are asked to complete sentences such as these.
>
> (1) If I were a Negro I would . . .
> (2) If I were a Jew I would . . .
> (3) If I were an Italian I would . . .
> (4) Norwegians always try to . . .
> (5) Jews always try to . . .

In both role-playing and sentence-completion the scoring of the response presents major problems. Unless clear criteria for evaluating responses have been established, the scoring could be so subjective that it would result in misleading interpretation of a student's attitude.

Observation and rating of classroom participation may be helpful but the teacher must be aware that classroom discussion is often an inadequate indicator of attitudes for two reasons: (1) Many students remain relatively silent during discussions, and it is difficult to determine their attitudes. (2) Those who do get involved often overstate their position during controversy. However, observational information or results obtained by role-playing or sentence-completion can be used to confirm the results of the attitude scales to provide increased validity.

Values are a special form of affective goal in the social studies. They are affective but cognitive in development because they must be rationally attained to be democratic. It is not enough to find out what a student's values are. One must determine whether he holds these values because of a rational decision or whether they have been irrationally assumed.

The attainment of desirable democratic values can be evaluated by a form of essay question. For example, if one wanted to determine whether a person had rationally attained the belief in freedom of speech as a value in itself, one could ask the person to present reasons for belief in freedom of speech. Another approach to the evaluation of values is to present students with a series of provocative statements from which they are asked to select the paragraph that comes closest to his own position and then to change the wording in the statement until it represents his thinking as exactly as possible. The student might be asked to write a new position if none of the ones listed is close to the one he prefers.

A number of instruments have been developed by the staff of the Instructional Objectives Exchange to measure attitudes related to self-concept, school, tolerance, peers, etc. Copies of many of these instruments are available from the Department of Public Instruction.

EVALUATING STUDENT PROGRESS

Educators over the years have devised many different methods of evaluating and reporting student progress. Although there is much disagreement about which method is best, there is some agreement on what a system of evaluation should accomplish. Manning[1] (1971) indicates that any system of student evaluation should serve the following functions:

1. The Information Function Provide the kinds of information parents should know in order to help maximize the learning experience. Parents should know about the student's relationships with others, his strengths, work habits, progress, deficiencies, etc.

2. The Individualization Function Provide information which describes a unique human being in terms of their interaction in the classroom.

3. The Self Evaluation Function Makes some provision for each student to make an evaluation of his own progress.

4. The Communication Function Communicates adequately what it seeks to convey. If the system seeks to convey only a relative rank in class, then a percentile or a grade will suffice. If the system proports to communicate more of the totality of the educational experience a letter grade will not suffice.

5. The Cooperative-Action Function Provide the basis for constructive cooperation between the parent, the student and the teacher in order to enhance the student's education.

6. Fair Play Function Since students are required to attend school, it should also be realized that a student's best effort is always good enough. A student should not be put down or degraded in any way for doing his best.

7. The Standards Function Standards are set on the basis of how well students can do and not on the basis of an external criteria. The highest standard a school can set is for each student to be doing as well as he can.

With these functions in mind, it becomes clear that the process of evaluation would be better facilitated through a tripartite relationship involving the teacher, the parent, and the student. There is good reason to believe that this may pay unexpected dividends.

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[1] Duane Manning, Toward a Humanistic Curriculum, New York: Harper and Row, 1971.

Dr. Edmund Cordon, in his detailed review of the Coleman report, indicated that the amount of input the student has in his own education is positively related to student achievement. If the student feels he has some control over his destiny, if he has some input into what he learns and how he is evaluated, his academic achievement will be greater than it would be if the teacher unilaterally assigned the content to be learned and provided the grade earned.

Many schools are in fact moving away from systems which rely principally on teacher evaluation through report cards. Some schools are using narrative reports, some are using check lists, some are using parent-teacher conferences and some are using parent-student-teacher conferences.

Other schools have chosen to involve students and parents earlier in the evaluation process. Teachers in these schools attempt to make some assessment of students early in the school year or early in a particular course and also make some judgments about what each student should try to accomplish during the year. The teacher then shares these perceptions with individual students and parents to see if all three parties agree. If all three agree on where the student is educationally and also agree on what the student should try to accomplish, you have a sort of landmark document with which future progress can be evaluated. If there is not agreement on the initial statement by the teacher, every attempt should be made to reconcile the differences. There is sufficient evidence to indicate that learning will not be maximized unless all agree and are committed to working towards a particular end.

The part that students play in this process of evaluation is crucial. Michaelis believes that evaluation by the student which leads to increasing self-direction is an essential ingredient in social studies education. It is the type of appraisal they will need throughout life. By beginning to evaluate themselves during their school years, they will gain increasing ability in analyzing their own skills, attitudes, behavior, strengths and weaknesses; and will also develop higher levels of personal responsibility as they appraise their own individual efforts and the efforts of various groups with which they will be working.

In summary, any system of student evaluation should provide adequate information, be individualized, involve the person being evaluated, foster communication and cooperation between parent and teacher, be fair, and be based on reasonable standards. All of these ingredients are essential but the extra pinch of input from students to parents is "what makes the cake."

COLLATERAL
CURRICULUM
EXPERIENCES

PREVENT FOREST FIRES

North Dakota's Exemplary
Career Education Program

CHAPTER NINE

INDIAN STUDIES

I. INTRODUCTION

In many school systems of the state, the Indian as well as the non-Indian student has had very little opportunity to study the heritage and culture of the American Indian. Some teachers in the past have eagerly included the study of the First Americans in their classroom, but have been unable to develop or research enough relevant and factual materials to offer an adequate coverage of a culture which contributed so much to the development of the United States.

Since it is a program being developed by Indians themselves and will project a vigorous new viewpoint into the social studies field, K-12, Indian studies in North Dakota is a relatively new concept.

James L. Davis, Project Director of the American Indian Curriculum Development Program, directs the effort to develop an Indian Studies Program.

II. RATIONALE

The major objective of this program is to expose Indian and non-Indian students and teachers to the Indian culture by developing curricula in Indian history, values, arts and crafts, music, recreation and games, food, language, and other areas of Indian experience. Courses, along with supplemental materials, in the various grade levels will be flexible enough to capitalize on the innovative talents of the instructors yet constructed in a manner that will enhance incorporation within the total Social Studies curriculum.

Currently, much of the information which is available on the American Indian and used in schools reflects the biased views of authors and communication media, perpetuating mistaken views of Indian culture and alienating both the Indian and the non-Indian, instead of establishing a factual basis for mutual cultural acceptance and interaction.

Indian history is in reality the starting point of American history. When this is overlooked, the American Heritage is falsified and weakened. It is an especially appropriate time for American Indian culture to be brought to the foreground, particularly in this age in which the United States society is searching for roots in time and space.

Social problems have no respect for racial, social or curricula boundaries. Efforts to understand one another must be mutual in order to overcome problems that beset both. Intelligent intercultural relations are dependent on sensitivity to the interests of others. Knowledge is not enough. Abstract knowledge may be essential for an intelligent exercise, but knowledge applied through social interaction produces understanding of precepts. Indian studies will provide the opportunity to apply knowledge and it may very well be the beginning of a process that will fossilize racism.

III. TYPE OF CURRICULUM TO BE DEVELOPED

The nature of the Indian Curriculum being developed is not restricted to written materials, but will also include live learning action situations and audiovisual materials.

A STUDENT HANDBOOK - for grades K-12, which will integrate into the Social Studies Curriculum materials relating to the plains Indians, will be the basic educational product developed. A TEACHER'S MANUAL consisting of the text of the HANDBOOK plus Chapter by Chapter suggestions of live learning action situations, reference bibliographies, resource personnel, and a list of audiovisual materials available will be prepared for the teacher. While the HANDBOOK and MANUAL will be developed in close coordination with the State Department of Public Instruction's Social Studies personnel, they will be applicable to all traditional subject matter areas.

Audiovisual materials can make course content and teaching methods stimulating and creative. An initial thrust of the project will be to produce slide/tape presentations relating to the Indian experience. These will also be adaptable to to a filmstrip/record combination. The purpose of these productions will be to express aspects of the life of the plains Indians from their own frame of reference. These films will be made available to all of the schools involved in the project on a loan or permanent basis.

Resource pamphlets will be produced relating to separate aspects of the Indian's life. In the light of concepts based on inquiry learning, discovery of fundamentals, involvement through interaction and value conflicts, and learning rather than teaching, game theory will be utilized as a resource.

To allow all students in the state to share the Indian's material culture, a traveling van or trailer will be outfitted with as many aspects of the Indian culture as can be obtained. Although the state operates an excellent museum with many significant Indian materials, it is not possible for all of the students in the state to visit this facility.

Trained Indian personnel will be assisted by Indians who can relate their experiences and stories during their stops throughout the state. The schedule of visits for the mobile culture unit will be coordinated by the Central Office staff in Bismarck, North Dakota. The van will travel to as many schools throughout the school year as time and scheduling will allow.

Village life kits will be developed which can be borrowed or purchased by individual schools. These village life kits will contain actual Indian artifacts and materials whenever possible in addition to replicas of village artifacts done by modern Indians who are descendents of the original artisans. These kits will be utilized by the schools for display or in conjunction with the simulations or visits of the mobile culture unit.

IV. PROGRAM IMPLEMENTATION

To implement this program into North Dakota schools, three successive phases will be used:

> Phase I (1972-1973) will include schools on the four Indian Reservations and other schools adjacent to the Reservations which have a substantial number of Indian students.
>
> Phase II (1973-1974) will include schools in the larger cities in the state where several schools are under the supervision of a single school board and administrator.
>
> Phase III (1974-1975) will include all the remaining schools throughout the state.

Within each phase, research and development, teacher/administrator training, classroom utilization of the material, evaluation and revision will be the processes by which the program will be implemented. Dependent on project funding, the proposed time schedules may vary.

CAREER EDUCATION

Career development is the process of helping an individual to understand accurately both himself and the world of work, the specific educational and job requirements of occupations, entry and progress in educational pursuits, and ultimately the choice of a vocation.

This ongoing process of career development is based on the assumption that an individual actually reaches his ultimate career decision, not at any single moment in time, but through a series of experiences and resultant decisions over a period of years. Career development is sequential, building on vocational development tasks at each level, and is implemented throughout the curriculum.

Career development is every teacher's responsibility. Every teacher must teach for transfer of their subject into the world of work. Teachers cannot assume that the students will make the relevant interpretation on their own.

The career development program is one of orientation and information at the elementary level; information, self-evaluation and exploration at the junior high level, and exploration and preparation at the senior high level.

The program at the elementary level calls for the integration of activity-centered experiences into the existing curriculum. These activities provide meaningful experiences which aid in the development of positive self-concepts, appreciation of all vocations, understanding of workers, positive attitude toward work, and the concept that all work has dignity.

At the elementary level, there is neither intent nor desire to channel students into any occupational decision; rather the intent is to build a base of experience and exposure upon which the student can most effectively make decisions relating to his next step in the life-education continuum.

In grades 7-9, the program provides for broad based occupational exploration including classroom, shop, laboratory and field experiences in a variety of occupational areas.

It is designed to assist junior high students, through an interdisciplinary approach, to develop a more realistic plan for their own careers. The activities provide for further development of self-concept, self-appraisal of abilities, interest and aptitudes, understanding of educational avenues, appreciation of economic and social values of work, and an awareness of the decision-making process.

Many of the activities provide an opportunity for the students to visit the business community and observe workers on the job at all levels, including semi-skilled, skilled, technical and professional occupations. Students will interview workers to learn their respective feelings about their occupation, the educational requirements, work settings, benefits, work hours and job characteristics relative to self-characteristics.

At the secondary level, the career development program becomes more specific. In addition to increasing knowledge about occupations and work settings, students receive experiences in job seeking, job application and job interviews, understanding of employer-employee relationships, and a clarification of the decision-making process as relates to self.

Activities relative to the career development concepts mentioned above have been developed and field tested by teachers in their respective grade levels and subject areas in cooperation with personnel from the State Board for Vocational Education Exemplary staff. Social studies has been found to be a natural area for integration of career development activities. Special activities are found in the Career Development Guideline for grades K-12, which can be obtained from State Board for Vocational Education Exemplary Project, State Office Building, Bismarck, North Dakota 58501.

CIVIL DEFENSE EDUCATION

Our children and youth must learn how Civil Defense agencies function, what services they provide, what citizen action must be taken to make them effective, and what families and individuals still must do for themselves and others in time of nuclear war and other emergencies.

Social studies deals with growing social organisms and man's interdependence, and the core of the Civil Defense concept is government in action with other community agencies to save lives and property in disaster. It seems suitable, therefore, to introduce Civil Defense as an element of the social studies curriculum.

Lower Elementary Grades 1-4

I. ACQUAINTING CHILDREN WITH CIVIL DEFENSE

Some of the basic ideas which could be developed through a study of Civil Defense include:

A. Man is becoming increasingly interdependent and needs to be cognizant of cooperative measures for protection.

B. Self-preservation is a basic human drive.

C. The family is the basic unit of society. Knowledge of simple rules for preparedness against disaster and emergency situations can begin in the home.

D. Government, in our society, exists for the good of all.

II. SUGGESTED ACTIVITIES

A. Use of maps, graphs, pictures and symbols to interpret preparedness concepts

B. Discussion of the kinds of disasters that may strike the community and who would assist in the recovery

C. Pupil involvement in relating natural disasters they may have seen through media or by personally being involved

D. Field trip to a county emergency operations center or a visit to the classroom by someone with a background in disaster relief

E. Discussion of city and school warning systems with emphasis on what the pupil should do

F. Demonstration to show that fire can be controlled by lowering the kindling temperature, removing the source or removing the oxygen

III. MATERIALS

The references listed here can be obtained without cost from the Coordinator, Civil Defense Education, Department of Public Instruction, Room 217, 420 North Fourth Street, Bismarck.

Upper Elementary Grades

I. DEVELOPING A PRACTICAL KNOWLEDGE OF CIVIL DEFENSE CONCEPTS

Performance Objectives:

A. To learn how Civil Defense, as an organization, becomes a useful agency on the local level

B. To develop an understanding of the types of natural and man-made disasters and apply rules and safeguards for individual and group protection

C. To recognize warning and communication systems and how they are coordinated to the local community

D. To develop the idea that governmental agencies such as Civil Defense agencies exist for the safety and protection of everyone

E. To learn how members of various professions, such as firemen, police, nurses, equipment operators, city commissioners become involved in Civil Defense when an emergency occurs

Generalizations:

A. Disasters may occur at any time at almost any place without warning.

B. Individuals, families, and communities should take preventive actions before an emergency occurs to protect themselves as well as their property.

C. Each person, through education and training, should acquire a positive attitude concerning his responsibilities in time of emergency.

D. Coordination of planning, funding and guidance originates at the federal level, but the local community must utilize the services if they are to be effective.

E. Every person should know where to go and what to do if an emergency situation arises.

II. SUGGESTED ACTIVITIES

A. Obtain a copy of the school and community warning plan.

B. Invite the local or county Civil Defense director to your school classroom. Have him discuss local hazards and plans made to cope with them.

C. Visit a community shelter, and have someone show the provisions stored in the shelter.

D. Invite a member of the staff of the local weather bureau to speak to the class on how natural disasters are predicted, stressing those most likely to affect the local community.

E. Using maps, or outlines of geographic areas, enter symbols to show where various natural and man-made disasters are most apt to occur.

F. Construct a bulletin board using newspaper clippings and pictures to emphasize the various types of disasters that take place within a certain time.

G. Break the class into several study groups, and assign studies of tornadoes, floods, blizzards, earthquakes and deterrent systems against enemy attack.

III. MATERIALS

Basic References:

A. Natural Disaster Guide, Department of Public Instruction
B. In Time of Emergency, H-14, OCD/DOD, 1969
C. Government in Emergency, May 1970, OCD, DOD, M-56

Other References:

A. American Junior Red Cross News
B. Weather Bureau publications, films, and filmstrips
C. Periodical and newspaper clippings and pictures about disasters
D. Library books on storms and other natural disasters

Films:

A. Though the Earth Be Moved
B. Hurricane Called Betsy
C. A Lady Called Camille
D. Tornado

I. CIVIL DEFENSE FOR CITIZENS

Performance Objectives:

A. To develop the concept that Civil Defense is the way in which the existing government operates in time of emergency under officials elected by the people

B. To provide an overview of the history, organization and function of the Civil Defense Agency from the federal to the local level

C. To develop an awareness of the need for all citizens to become adequately informed in preparedness education and participate in training courses as a civic duty

D. To develop attitudes of cooperation for survival and see the need for a large task force of volunteers to respond when disaster strikes

E. To be aware of the various federal assistance programs available to communities, such as shelter stocks, funds, shelter analysts, surplus properties, etc.

F. To have a knowledge of local emergency operations plans such as warning, communication, hazard analysis, authority and responsibility

II. MATERIALS

The Personal and Family Survival Course, prepared by the Office of Civil Defense to consume eight class periods, is especially designed to provide high school students with a basic orientation to Civil Defense concepts. Included with each course are the following materials and supplies: six films, filmstrips, teacher's manual, pre-tests, final tests, student textbooks and disaster guides. All materials are furnished without charge to schools that wish to use them. Further information can be obtained from the Coordinator, Civil Defense Education, Department of Public Instruction, Room 217, 420 North Fourth Street, Bismarck.

Other References and Instructional Aids:

A. Newspapers and periodicals

B. Films

1. Though the Earth Be Moved
2. A Lady Called Camille
3. It Happened in Texas
4. Shelter on a Quiet Street
5. Town of Our Times
6. Occupying a Public Shelter
7. About Fallout
8. Tornado (ESSA - Weather Bureau)

ENVIRONMENTAL EDUCATION

I. Environmental education programs should emphasize the affective domain.

"Philosophy precedes ecology. What is needed today are new realizations about man's place in the universe, a new sense of life, a new pride in the importance of being human, a new anticipation of the enlarged potentialities of mind, a new joyousness in the possibilities for human unity, and a new determination to keep this planet from becoming uninhabitable."[1]

II. Environmental education must view the environment as a totality.

III. Environmental education must cross traditional subject area barriers.

IV. Strategies for helping students learn about their environment must include a wide range of resources.

A. Textbook and Curriculum Guides

Abraham, Norman, et al. *Interaction of Man and the Biosphere*, *Inquiry in Life Science*. Chicago: Rand McNally, 1970. (Junior High)

American Geological Institute. *Earth Science Curriculum Project*, *Investigating the Earth*. Boston: Houghton-Mifflin, 1968. (Secondary)

Kitzenger, Angela. *Air and Water Pollution - Dimensions in Health*. Chicago: Lyons and Carnahan, 1966. (Junior High)

National Park Foundation. *National Environmental Education Development*. Morristown, New Jersey: Silver Burdett, 1970.

B. Reading Development Materials

Dimensions in Reading: *Manpower and Natural Resources*. Science Research Associates, Chicago, Illinois. 1966.

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[1] *Saturday Review*, March 7, 1970, p. 47.

C. Tapes

Washington Tapes, Inc., 5540 Connecticut Avenue, N.W., Washington, D.C. 20015. Political Science Series:

DuBridge, Dr. Lee A. "How Real is the Danger."
Hickel, Walter J. "Environmental Management at the Federal Level."
Johnson, Charles C. "Pollution - Enemy of Human Health."
Muskie, Senator Edmund. "The Politics of Environment."
Ripley, S. Dillon. "Man and His Environment."
Seaborg, Dr. Glenn. "Nuclear Power - Energy Resource of the Future."

D. Magazine Series

Life special reprints: "Threatened America":

Fight Over the Wilderness #93; Vanishing Wildlife - The Mammals #89; The Birds #90; Water Pollution: The Blighted Great Lakes #76; Air Pollution #69; Cars and Cities on a Collision Course #92; Environment - What Can Be Done? #91.

Saturday Review, regular sections on environmental problems.

E. Local and Regional Action Groups

See Look magazine, April 21, 1970, pp. 63-74.

F. Elementary Library Resources

Katherine M. Heylman, "The Little House Syndrome vs. Mike Mulligan and Mary Anne. A mobilization of juvenile books on ecology, conservation, and pollution," School Library Journal, April 1970.

G. North Dakota Environmental Education Materials

Reference materials and activity books are becoming common on the commercial market. State agencies also are making materials available to schools. A booklet, "Activities for Environmental Education," has been prepared by the North Dakota Department of Public Instruction and is available on request.

V. Fundamental Ideas of an Ecology System[2]

A. The universe is a non-goal-oriented system.

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[2] Boulding, Kenneth, Alfred Kuhn, and Lawrence Sevesh, Systems Analysis and Its Uses in the Classroom, Boulder: Social Science Educational Consortium, 1971.

B. The solar system is a subsystem of the universe, and the earth is a subsystem of the solar system.

C. The surface of the earth is an ecological system in which many different parts interact.

D. The ecological system has many subsystems, such as a pond, a forest or a field.

E. An ecological system is a non-goal-oriented system. It is the uncontrolled interaction of components. However, some of these components are themselves controlled systems seeking their own goals, such as frogs, trees, birds and worms. Some components are non-goal-oriented, such as water, air and soil.

F. Ecological systems tend toward a state of dynamic equilibrium, i.e., their constantly changing parts tend toward balance.

G. Ecological systems and changes in them can occur with or without involvement of man.

H. Certain changes, such as flood, earthquake or the development of a new species, may move the ecological system through successive stages to a new equilibrium.

I. Man, through his social systems, has changed the surface of the earth in many ways to better serve his goals (as by draining swamps, cleaning off forests for farming or strip mining). These actions change the ecological balance.

J. At the beginning of man's history, the effects of his actions were barely noticeable because of the primitive state of science and technology, man's philosophical relation to nature and man's relatively small numbers.

K. As science and technology developed, as man changed his relationship to nature, and as population multiplied these changes in economic balance became larger and larger.

L. Man's efforts to promote his own interests may improve the natural environment and may thereby produce social benefit as in TVA or draining swamps.

M. Man's efforts to promote his own interest may harm the natural environment and thereby produce social cost as in polluting the air and water.

N. The costs and benefits of man-induced ecological change may fall to different systems, individual or social, in the same or in different generations, and perhaps in different countries. When this occurs, it is hard to estimate the amount of social costs and benefits in money. And it is hard to decide how the social costs and benefits should be distributed.

O. How these costs and benefits will be distributed can be influenced strongly by power and bargaining power within the political system.

P. Sometimes the social cost cannot be identified with a person or institution that caused it; in such cases, society at large or those directly affected must bear the cost.

Q. Our country has experienced economic growth at the expense of the environment. During our early history, this was economically wise, since the country had abundant resources but finished products were scarce.

R. Using the natural environment "wastefully," the United States achieved the highest standard of living in the world. It now has the capacity to produce tremendous amounts of goods and services with the help of science and technology.

S. Today, with a growing population and an increasing desire to employ leisure time, the goals of the social system are slowly changing. It can now be expected that people may be willing to forego more and more the use of resources to produce goods and services in exchange for a more favorable environment.

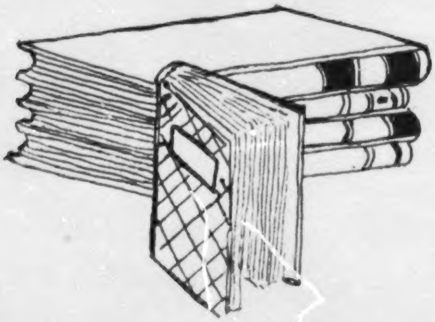
T. To achieve this goal, science and technology may help man to conserve many of the resources which he formerly took from nature to produce goods and services.

U. Ecological systems created by the interaction of man with nature can be used to satisfy both man's social and his biological needs.

V. In order to increase productivity, man develops increaseingly specialized geographical areas such as those devoted solely to mining, recreation or dwellings. Man is then compelled to move from one ecological system to another in order to satisfy his many needs. Such concentration of activities may produce periodic overload or underload of any one area.

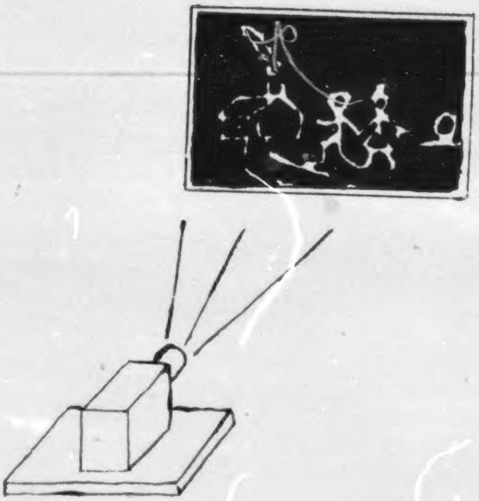
W. The use of science and technology has frequently injured the natural environment. Now they may be used to produce new and better environments.

X. If man does not keep the ecological equilibrium with levels or conditions that meet the needs of individual and social systems, man himself may not survive.



SOCIAL STUDIES RESOURCES

SOUTH
ATLANTIC



CHAPTER TEN

SOCIAL STUDIES RESOURCES

A social studies program that is flexible, student centered and process oriented requires an abundance of well-organized, carefully-selected resources to which teachers and students have access throughout the school day.

There is a wealth of materials on most phases of social studies teaching if teachers know where to locate them. Decisions on what to select from the thousands of books, films, tapes, slides, and overhead transparencies mount in difficulty with each year. The information explosion has been accompanied by a vast expansion of different kinds of instructional materials, and the terms such as multi-media and cross-media are here to stay.

MULTI-MEDIA APPROACH

When confronted with the term "multi-media," most teachers envision stacks of complicated, expensive electronic gadgetry. "Multi-media" does not need to have this electronic connotation, indeed, in few schools in North Dakota could it have such a meaning. Furthermore, the sporadic use of specialized electronic equipment is not necessarily a multi-media program. On the contrary, "multi-media" indicates the multiple use of various means of transmitting information. Thus, on the local level, a multi-media approach is the consistent use of many methods of providing information for the students.

Some of these methods of providing information are textbooks, lectures, newspapers, personal interviews, workbooks, paintings, field trips, photographs, models, plus the more sophisticated means such as movies, slides, tape recordings, filmstrips and television. Even if the school has only a few of these teaching aids, the teacher may be using a multi-media approach if multiple sensory experiences are included, giving the student an opportunity to physically involve himself, work with his hands, do oral presentations or listen to lectures or music.

It is not sufficient to sit down at the beginning of a semester and plan that you will have twelve films, utilize six different newspapers, and go on four field trips during that semester. This narrow approach to multi-media experiences requires that you mold the curriculum to the media that you have planned. A more reasonable approach to the use of media would be to plan out the concepts and generalizations that you want your students to deal with during the semester, and, as their natural curiosity takes root, provide the materials which will aid them in their search for information. Although this method might mean that a student must wait for a few hours or even a few days to receive the information that he desires it is probably more effective than programming in the long run, a complicated series of experiences in which the student may or may not desire to participate.

The multi-media approach for the teacher in the smaller school may be something as simple as taking a complete inventory of the social studies assets that are available. Once the teacher has cataloged the sources that he has discovered, the final requirement for a multi-media approach is a willingness and commitment on the teacher's part to depart from his carefully conceived lesson plans long enough to help each student to pursue the answers to their individual questions. Only when each individual student has this opportunity to pursue his interests, within the general framework of the curriculum, utilizing whatever materials and methods best serve his purposes, can we say that we truly have a multi-media approach to the social studies.

TEXTBOOKS

Textbooks have become the major object of criticism in education today. They have come to symbolize sterile and structured teaching. If we believe that social studies requires rich resources, it follows that no single textbook will do. Especially one set up with the simple purpose of imparting information. Textbooks are only one tool for learning and teaching, and accomplishing objectives which represent all of the components of social studies education depends upon more information, more points of view, of interest to individual students.

However, educators agree that if properly used, the textbook is a valuable aid to learning. Through the years, social studies textbooks have gone through an evolutionary process paralleling the changes that have occurred in teaching procedures. If we believe that the social studies curriculum should be based on a conceptual framework and be inquiry oriented, the textbooks we choose should reflect this thinking.

Printed materials must be available for differing abilities in reading, differing needs for concreteness and abstraction. Students must have books, periodicals, basic references, case studies, graphs, tables, maps, articles, and literary materials suitable for the subject at hand.

The best single reference to textbooks in the social studies is the volume issued annually by R. R. Bowker Company (1180 Avenue of the Americas, New York, NY 10036) entitled, Textbooks in Print.

An extensive list of criteria to assist in choosing textbooks is available from the social studies consultant, State Department of Public Instruction.

AUDIOVISUAL MATERIALS

As important as reading and, indeed, verbal learning may be, they ought not be overused in instruction. The program should also provide a variety of audiovisual materials and equipment including:

1. Films, filmstrips, slides, flat pictures, transparencies, charts, and disc and tape recordings related to subject matter taught.

2. Audiovisual equipment such as film and filmstrip projectors, tape recorders, phonographs, overhead projectors, copying machines, and facilities for making transparencies.

Instructional media, like teaching strategies, should be used to achieve specific purposes. They must be selected and used in a way that maximum learning will be possible. Only those that contribute to the solution of problems and the achievement of the purposes of a group of children are appropriate for that group.

Questions that teachers must raise when considering an instructional resource include:[1]

1. What specific purposes can be achieved by using this resource?

2. What concepts and main ideas can children develop through its use?

3. What attitudes, appreciations, and interests may be modified?

4. Can communitive ability, research skills, and problem solving ability be strengthened?

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[1] Michaelis. John U., Social Studies for Children in Democracy: Recent Trends and Developments, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1968).

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1. *AV Instruction: Media and Methods*, James W. Brown, Richard Lewis, and Fred F. Harcleroad. 3rd ed., 1969, McGraw-Hill Book Company, New York 10036.

2. *Audiovisual Methods in Teaching*, Edgar Dale. 3rd ed., 1969, Holt, Rinehart and Winston, New York 10017.

3. *Planning and Producing Audiovisual Materials*, Jerrold E. Kemp. 2nd ed., 1968, Chandler Publishing Company, Scranton, Pennsylvania 18515.

4. *NICEM Media Indexes*, R.R. Bowker Company, New York 10036.

DEVELOPMENT OF COMMUNITY RESOURCES

Multi-media strategies offer many avenues to learning, but resources need not be thought of simply as those found in the classroom. The walls between classrooms and the outside world need not be so confining. Students must be "out there" and the resources of community persons and organizations must be "in the schools."

In recent years some emphasis has been placed on the involvement of parents in the education of their children within the framework of the school. Although there has been some controversy between those who support parent involvement and those who oppose such a program, research indicates that there is a tendency for educators to support it.

Every community, no matter how large or small, has within its confines people who could contribute much to make school programs more relevant to the students. If given the opportunity, parents and resource people are willing to engage in various school activities for the benefit of their children's education.

Suggested list of resource people could be as follows:

Chief of police
Fire chief
County commissioner
Bakery manager
Military personnel
Drug officer
Creamery work
Personnel manager of department store
Librarian
Juvenile commissioner
County agent

Pet shop owner
Zoo official
Guidance counselor
Dairy farm operator
Telephone company worker
State's attorney
Mayor
Alderman
Veterinarian
Health department official
City water treatment plant official

Sewage department official
Dog warden
Newspaper reporter
Bookkeeper
County home agent
Printer
Florist
Trucker
Plumber
Electrician
Pharmacist
Service station operator
Skin specialist
Architect
Funeral director
General contractor
Theatre owner
Recreation commissioner
Muncipal judge
Elevator manager
Cabinet maker
Beautician
Railroad officials
Homemaker
Jeweler, watch repairman

Dentist
Bicycle repairman
Post office worker
Health nurse
Waitress
Doctor
Sign maker
Shoe repairman
Supermarket check-out clerk
Radio-TV announcer
Radio-TV engineer
Auto mechanic
Upholsterer
Attorney
Medical secretary
Legal secretary
Dental lab technician
Tailor
Bank auditor
Livestock auctioneer
Professional entertainer
Dietician
Photographer
Real estate developer

PROJECT: NORTH DAKOTA

PROJECT: NORTH DAKOTA is a supplementary resource unit designed to assist the classroom teacher in the effective teaching of the various elements of North Dakota social studies. The State Department of Public Instruction has supplied a copy of the unit to each school in the state. Although the complete kits are no longer available, some of the materials are still in stock. Contact the social studies consultant, Department of Public Instruction, for information.

PROFESSIONAL MAGAZINES HIGHLIGHTING THE SOCIAL STUDIES FIELD

Social studies teachers are urged to obtain subscriptions to read meaningful periodicals which write for their field. These include:

1. *Social Education*, 1201 16th Street, N.W., Washington, D. C. 20016.

2. *Social Studies*, 112 South New Broadway, Brooklawn, New Jersey 08030.

3. *The Journal of Geography*, Illinois State University, Normal, Illinois 61761.

4. *The Grade Teacher*, Darien, Connecticut 16820.

5. *The Instructor*, Dansville, New York 14437.

The following agencies have proved most helpful in providing materials:

1. ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/CHESS) ERIC is the Educational Resources Information Center, a national information system designed and supported by the U.S. Office of Education. It is a source for obtaining information relevant to education and a network of information centers called clearinghouses. ERIC/CHESS is responsible for locating, abstracting, indexing, and making available current documents related to social studies and social science education. The abstracts are published in one of two monthly ERIC journals: Research in Education (RIE) containing abstracts of documents, and Current Index to Journals in Education (CJIE) containing annotations of journal articles. The documents are on sale in microfiche and hardcopy form.

Ask to be placed on their mailing list to receive, free of charge, the ERIC/CHESS Newsletter, Keeping up. Write ERIC/CHESS, 855 Broadway, Boulder, Colorado 80302.

2. Social Science Education Consortium (SSEC), 855 Broadway, Boulder, Colorado 80302. SSEC is a nonprofit corporation concerned with improving the teaching of social sciences/social studies in the elementary and secondary schools. A major consortium concern is the evaluation of new curricula and the dissemination of information about new curricula and teaching strategies. Write for the SSEC publications, and ask to be put on the mailing list to receive the free SSEC Newsletter. Of particular value will be Curriculum Materials Data Book, a buyer's guide to available curriculum packages.

3. Resource Information Center (RIC), Box 8009, University Stateion, Grand Forks, North Dakota 58201. RIC was created in July of 1970. It is a supportive project of the North Dakota Department of Public Instruction. Its mission is to provide information dissemination services for all schools and educators within the State of North Dakota.

RIC is a service to educators, and as such, must be responsive to their needs. One of the most useful types of assistance to social studies teachers is the provision of literature searches. RIC will conduct these searches on any educational topic. All that is required is a simple written request from the teacher. The following four steps summarize the procedure:

a. Identify as clearly as possible the problem or need which is of concern to you.

b. State your problem or need in a few sentences. Be as specific as possible.

c. Contact RIC about your problem.

d. You will receive from RIC short abstracts of materials pertinent to your problems. If the abstracts of the material appear useful, more complete information may be obtained in either microfiche or hardcopy form.

4. Social Studies School Services, Culver, California 90230. Catalog of materials for social studies, including descriptions and prices.

GUIDES TO FREE AND INEXPENSIVE MATERIALS

While the guides themselves are not free, they indicate where materials may be obtained. Skill in evaluation will allow a teacher to select items that will help meet the stated objectives.

1. Catalog of Free Teaching Aids, G.S. Salisbury and R.H. Sheridan, Box 1075, Ventura, California 93001.

2. Educator's Guide to Free Social Studies Materials, Patricia H. Suttles, Educators Progress Service, Randolph, Wisconsin 53956.

3. Free and Inexpensive Learning Materials, Peabody College, Nashville, Tennessee 37203.

4. Free and Inexpensive Materials on World Affairs, L.S. Kenworthy, Teachers College Press, New York.

5. Selected United States Government Publications, Superintendent of Documents, Government Printing Office, Washington, D.C. (Ask to be put on the mailing list.) 20401.

It is not possible, nor is it necessary to list and discuss all sources of material available to the social studies teacher. Many sources traditionally covered in methods books have not been covered in the guide. It is suggested that the reader obtain some of the professional books mentioned in the bibliography for further reading.

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